

THE
UNDERGRADUATE
SCHOOLS

2000/2001

Wake Forest

BULLETIN OF WAKE FOREST UNIVERSITY

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THE UNDERGRADUATE SCHOOLS



Wake Forest College

and The Wayne Calloway School of Business and Accountancy

ANNOUNCEMENTS FOR 2000/2001

This bulletin represents a record of the academic year 1999/2000

The Academic Calendar



FALL SEMESTER 2000

August 23	Wednesday	Move-in day for new students; residence halls open 8 a.m.-5 p.m.
August 24-29	Thursday-Tuesday	Orientation for new students
August 26	Saturday	Residence halls open for returning students, 8 a.m.-5 p.m.
August 27	Sunday	Residence halls open for returning students, noon-5 p.m.
August 28-29	Monday-Tuesday	Validation/Registration
August 30	Wednesday	Classes begin
September	(date to be announced)	Opening Convocation
September 13	Wednesday	Last day to add courses
September 27	Wednesday	Last day to drop courses
October 18	Wednesday	Mid-term grades due
October 20	Friday	Fall holiday
Nov. 22-26	Wednesday-Sunday	Thanksgiving holiday
November 27	Monday	Classes resume
December 8	Friday	Classes end
December 11-16	Monday-Saturday	Examinations
December 16	Saturday	All residence halls close at 7 p.m.
Dec. 16-Jan. 13	Saturday-Saturday	Winter recess

SPRING SEMESTER 2001

January 13	Saturday	Residence halls open at 9 a.m.
January 14	Sunday	Residence halls open noon-5 p.m.
January 15	Monday	Martin Luther King Jr. Day—no classes
January 16	Tuesday	Validation of registration for all students
January 17	Wednesday	Classes begin
January 31	Wednesday	Last day to add courses
February 14	Wednesday	Last day to drop courses
February	(date to be announced)	Founders' Day Convocation
March 9	Friday	Midterm grades due
March 10-18	Saturday	All residence halls close at noon
March 10-18	Saturday-Sunday	Spring recess
March 17	Saturday	Residence halls reopen at 11 a.m.
March 19	Monday	Classes resume
April 13	Friday	Good Friday—no classes
May 2	Wednesday	Classes end
May 3-4	Thursday-Friday	Reading Days
May 5	Saturday	Examinations
May 7-12	Monday-Saturday	Examinations
May 13	Sunday	Res. halls close for non-seniors at 7 p.m.
May 20	Sunday	Baccalaureate
May 21	Monday	Commencement
		Residence halls close for seniors at 7 p.m.

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WAKE FOREST UNIVERSITY IS CHARACTERIZED BY ITS DEVOTION TO LIBERAL LEARNING AND PROFESSIONAL PREPARATION FOR MEN AND WOMEN, ITS STRONG SENSE OF COMMUNITY AND FELLOWSHIP, AND ITS ENCOURAGEMENT OF FREE INQUIRY AND EXPRESSION.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in Wake County, North Carolina, on the plantation of Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year, the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine. In 1942, Wake Forest admitted women as regular undergraduate students. In 1997, the medical school was renamed the Wake Forest

School of Medicine to reflect its integral association with the University.

A School of Business Administration was established in 1948. In 1969, the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980, the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy; in 1995, the name was changed to the Wayne Calloway School of Business and Accountancy.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses in Winston-Salem.

In 1946, the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College to Winston-Salem. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956, the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956, the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary. The Divinity School was established in 1999.

In 1967, the College's augmented character was recognized by the change in name to Wake Forest University. Today,

enrollment in all schools of the University stands at over 6,000. Governance remains in the hands of the Board of Trustees, and development for each of the seven schools of the University is augmented by advisory boards of visitors. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the medical school.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance.

Since moving to Winston-Salem, Wake Forest has been home to the Wake Forest Baptist Church, an independent congregation which attracts members from both the University and the community. The congregation meets in Wait Chapel and has office and educational space in Wingate Hall.

The College, Wayne Calloway School of Business and Accountancy, Babcock Graduate School of Management, School of Law, the Graduate School, and the Divinity School are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is about four miles away, near the city's downtown, on what is known as the Bowman Gray Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The Wayne Calloway School of Business and Accountancy offers courses of study leading to baccalaureate degrees in business, analytical finance, information systems, or mathematical business (in cooperation with the Department

of Mathematics); and a combination baccalaureate and master of science degree in accountancy through the Graduate School of Arts and Sciences of the University. The Divinity School offers the master of divinity degree. The School of Law offers the juris doctor degree and the Babcock Graduate School of Management, the master of business administration degree. Both schools also offer a joint JD/MBA degree. In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics. The Graduate School also offers MD/PhD and PhD/MBA programs.

BUILDINGS AND GROUNDS

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn International Conference Center, an educational conference center, is nearby.

Wait Chapel, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*,

named in honor of President Washington Manly Wingate, houses the Department of Religion, the office of the University chaplain and the Wake Forest Baptist Church, offices of the Divinity School, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, with a capacity for over 1,000,000 volumes, it has reading and reference rooms for study. *Carswell Hall* houses the departments of Communication, Economics, and Sociology, and a large multimedia lecture area, the Annenburg Forum.

Winston Hall houses biology; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* is the facility for the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments, and has seminar rooms, a philosophy library, and a multimedia lecture area, *DeTamble Auditorium*. The *Museum of Anthropology* houses the anthropology department and the Museum. The Wayne Calloway School of Business and Accountancy and the departments of mathematics and computer science are in *Calloway Hall*. *East Hall* houses psychology and languages.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama, and music. Off its

lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *Worrell Professional Center for Law and Management* houses the School of Law and Babcock Graduate School of Management under one roof.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and exercise science, courts for indoor sports, a swimming pool, and offices for the departments of health and exercise science and Student Health Service. Adjacent are tennis courts, sports fields, the *Kentner Stadium*, and the *Athletic Center* for intercollegiate athletics.

The *Information Systems Building* houses the Information Systems, military science departments, and ICCCEL, as well as a University Stores annex and a food service area.

The Wake Forest campus has a wide variety of housing options available to students. *Babcock Hall*, *Bostwick Hall*, *Collins Hall*, *Davis Hall*, *Efird Hall*, *Huffman Hall*, *Johnson Hall*, *Kitchin Hall*, *Luter Hall*, *North Hall*, *Palmer Hall*, *Piccolo Hall*, *Polo Hall*, *Poteat Hall*, the *Student Apartments* and *Taylor Hall* are coeducational by floor, wing, or apartment. Substance-free living environments are available in some residence halls. First-year students live in *Babcock*, *Bostwick*,

Collins, Johnson, Luter, Palmer, and Piccolo. Student housing is available in the townhouse apartments and several small houses owned by the University. Upperclass students may choose to live in a variety of theme houses including *Fine Arts House, German House, and NIA House*, or others that are currently being developed. On the edge of the main campus are apartments for faculty and staff.

INFORMATION SYSTEMS

Information Systems supports University instruction, research, and administrative needs. The campus computer network offers high-speed connectivity from all residence hall rooms, all offices, and many classrooms and public areas.

Upon enrollment, all undergraduate students receive an IBM ThinkPad computer and color printer. At the beginning of the junior year, students exchange the ThinkPad for a new model. Upon graduation, the new ThinkPad and the printer become the property of the student.

These laptop computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. The programs include Microsoft Office, electronic mail, and Internet and library browsing, research, analytical, and development tools. A large variety of instructional, classroom, and research resources are accessible through the campus network. These include the library's CD-ROM network, OCLC FirstSearch, and other digital and data resources.

Information Systems also supports an extensive online information system that includes documentation, class schedules and grades, University-wide activity calendars, the Wake Forest University Libraries

information system, and the electronic version of the *Old Gold and Black*. The Wake Forest Information Network (WIN) provides the University community with faculty, staff, and student databases and directories, an alumni directory, class registration services, an online ride board and used textbook exchange for students, and customizable links to news, weather, and research sites.

Students also have access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is also a member of EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.

The University has an extensive collection of computing facilities that serve both academic and business needs. A Hewlett-Packard series 3000/979, a 3000/969, and 34 Windows NT servers provide for business computing needs. Three IBM SP/2s provide messaging, systems management, Intranet, and scientific and other research needs. These SP/2s contain 7, 9, and 12 computing nodes respectively. The 12-node SP/2 complex performs supercomputing applications in the sciences. Fifty-nine Windows NT servers provide for file and print services and courseware. A Windows NT server and an IBM H50 provide library services. These systems are available to students, faculty, and staff twenty-four hours a day through network and dial-up connectivity.

Information Systems supports and maintains the University's high speed,

switched FDDI (fiber distributed data interface), Gigabit Ethernet, and Fast Ethernet campus network. This network currently connects all academic and administrative buildings and provides robust interconnectivity for independent building Ethernet networks. Each residence hall room is equipped with two switched Ethernet connections.

Wake Forest has a 155-megabit ATM (asynchronous transfer mode) connection to the Internet. Through this connection, the University has access to CRAY and IBM SP2 supercomputers located at the MCNC/North Carolina Supercomputing Center in the Research Triangle and to all the premier research networks in the world, including Internet II, Abilene, and the VBNS (Very high performance Backbone Network Service). The University is also working closely with the North Carolina Research and Education Network on other advanced networking technologies.

Information Systems also provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who wish to place long distance calls over the University telephone network can apply for services at the telecommunications office located in Room 255, Information Systems Building.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 2 is the Wake Forest University information channel, providing information and a calendar of campus events. WAKE Radio, a student-run station, provides background

music for this channel. Channel 17 carries SCOLA, a non-profit educational service that features television programming from more than fifty different countries in their original languages.

Information Systems provides walk-in and phone-based support from 8 a.m. until midnight Monday through Thursday; 8 a.m. until 5 p.m. on Friday; and 4 p.m. until midnight on Sunday. A voice mail retrieval system is activated on weekends and during holiday breaks to respond to emergency calls. On-site computing support in the residence halls is available from Resident Technology Advisors (RTAs).

LIBRARIES

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of College and Research Libraries, and the Association of Southeastern Research Libraries, and rank high in the Southeast in library expenditures per student.

Facilities in the Z. Smith Reynolds Library include the Information Technology Center with multimedia viewing, editing, and scanning, and a lab for student use. All-night study rooms are available to students with a key-card. Group study rooms are provided for student use. The Professional Center Library in the Worrell Professional Center serves the Law School and the Babcock Graduate School of Management. This library is open to undergraduates with research needs for its collection.

All Wake Forest libraries share an online catalog which may be consulted at terminals in the buildings, from the campus network or remotely through a

modem. The Reference Department of the Z. Smith Reynolds Library provides a complete range of reference services including online searching, tours, first-year student orientation, presentation to individual classes, and assistance with directed and independent studies. Wake Forest Libraries offer access to a wide array of electronic databases, full text of journals, and other networked resources, as well as assistance in using and evaluating them. Reference tools are available in electronic and print formats. Interlibrary loan service is available for Wake Forest students, faculty, and staff. Books, photocopies, and other materials may be borrowed from other libraries at no charge.

The Wake Forest libraries hold over one million volumes in print, many thousands of subscriptions to periodicals and serials, over one and a half million microforms, more than 150,000 government documents, as well as a growing video collection.

Special collections in the Reynolds Library include the Rare Books Collection and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among such collections are those of Mark Twain, Gertrude Stein, William Butler Yeats and T.S. Eliot. There is also an extensive Anglo-Irish literature collection. The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists as well as a collection of the personal papers of prominent ministers, educators and government officials. The Wake Forest College/University Archive also is maintained in this area. The library houses a major collection on The Holocaust, as well.

RECOGNITION AND ACCREDITATION

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia; telephone number [404] 679-4501) to award bachelor's, master's, and doctoral degrees.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the AACSB—The International Association for Management Education. The program in counseling leading to the master of arts in education degree is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Wake Forest University is a member of many institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Southern Association of Colleges and

Schools, the Southern Universities Conference, the Council of Southern Graduate Schools, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

THE UNDERGRADUATE SCHOOLS

There are two undergraduate schools at Wake Forest University: Wake Forest College and the Wayne Calloway School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the associate provost, who is the chief academic officer of the University. The deans of the schools report to the associate provost and are responsible for academic planning and administration for their schools.

Wake Forest University is committed to administer all educational and employment activities without discrimination because of race, color, religion, national origin, age, sex, veteran status, handicapped status or disability as required by law. The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to: Harold Holmes, dean of student services, at (336) 758-5226; Paul Escott, dean of the college, at (336) 758-5312; or the assistant director of human resources, director of equal employment opportunity, and Title IX coordinator, at (336) 758-4814.

In addition, Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not presume to control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest.



WAKE FOREST COLLEGE IS THE UNDERGRADUATE SCHOOL OF ARTS AND SCIENCES OF WAKE FOREST UNIVERSITY. IT IS THE CENTER OF THE UNIVERSITY'S ACADEMIC LIFE; THROUGH IT, THE UNIVERSITY CARRIES ON THE TRADITION OF PREPARING MEN AND WOMEN FOR PERSONAL ENRICHMENT, ENLIGHTENED CITIZENSHIP, AND PROFESSIONAL LIFE.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

STATEMENT OF PURPOSE

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Calloway School of Business and

Accountancy; the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Babcock Graduate School of Management, and the Divinity School. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural...Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more

specifically North Carolinian... As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and laypeople for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

HONOR AND ETHICS SYSTEM

The Honor and Ethics System is an expression of the concern that students act with honor and integrity. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an

offense against the whole community. The Honor and Ethics System obligates students neither to give nor receive unauthorized aid on academic work; to have complete respect for the property rights of others; to make no false or deceiving statements regarding academic or ethical matters to another member of the University community, and not to interfere with the procedures of the Honor and Ethics System.

The Honor and Ethics System is maintained and overseen by the Judicial Council of the undergraduate schools (see p. 298). Complete details are available at the Office of the Dean of Student Services.

SUMMARY OF COMPUTING RIGHTS AND RESPONSIBILITIES

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, word processing equipment, microcomputers, minicomputers, mainframes, computer networks, computer peripherals, and software, whether used for administration, research, teaching, or other purposes. The policy extends to any use of University facilities to access computers elsewhere.

Basic Principles. The University's computing resources are for instructional and research use by the students, faculty, and staff of Wake Forest University. Ethical standards, which apply to other University activities (Honor and Ethics System, the Social Rules and Responsibilities, and all local, state, and federal laws), apply equally to use of campus computing facilities.

As in all aspects of University life, users of computing facilities should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, pla-

giarism, vandalism, and harassment are just as wrong in the context of computing systems as they are in all other domains.

Use of campus facilities is restricted to authorized users. An "authorized user" is an individual who has been assigned a login ID and password by Information Systems staff (on any relevant system), or by an authorized agent. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are also responsible for reporting any activities that they believe to be in violation of this policy, just as students are responsible for reporting Honor and Ethics System violations.

Individuals should use these facilities:

in a manner consistent with the terms under which they were granted access to them;

in a way that respects the rights and privacy of other users;

so as not to interfere with or violate the normal, appropriate use of these facilities; and

in a responsible and efficient manner.

Abusive activities which are already covered under other University policies are to be handled in the same way, and by the same authorities, as if a computer had not been involved, following established guidelines.

Systems Monitoring. This statement serves as notice to all users of campus computing systems that regular monitoring of system activities may occur. Only designated staff of Information Systems have authorization to engage in systems monitoring.

Privacy. All individuals, including members of the Information Systems staff, should respect the privacy of other authorized users. Thus they should respect the rights of

other users to security of files, confidentiality of data, and the ownership of their own work. Nonetheless, in order to enforce the policies set out here, designated Information Systems staff is permitted to monitor activity on local computing systems.

In the event that staff should investigate a user, a record of the investigation shall be placed in a permanent file to be kept in Information Systems, beyond the standard log of all systems monitoring. This record shall state why the user was investigated, what files were examined, and the results of the investigation. Information Systems staff shall not reveal the contents of users' files, users' activities, or the record of investigations except in the following cases (and then only with the approval of the Chief Information Officer or the Provost):

Evidence of Honor and Ethics System or Social Rules and Regulations violations will be referred to the dean of the appropriate college, or to the Dean of Student Services.

Evidence of improper activities by University employees will be referred to the Director of Human Resources or the appropriate University officers.

Evidence of violations of law will be referred to the appropriate law enforcement officials.

Examples of prohibited activities are provided online (see below).

Disciplinary actions. Substantial evidence of a violation of the principles described in this policy statement may result in disciplinary action. As stated above, in cases where a policy already exists, and the only difference is that a computer was used to perform the activity, such action will be

taken through appropriate University channels such as administrative procedures, the Honor and Ethics Council, the Graduate Council, or other supervisory authority to which the individual is subject. Violation of state or federal statutes may result in civil or criminal proceedings. Otherwise, those who engage in computer violations are subject to the authority of Information Systems.

Violation of the policies articulated here may result in one or more of the following, plus any additional actions deemed appropriate by Information Systems:

Suspension of one's ability to perform interactive logins on relevant machines on campus

Suspension of one's ability to login to a campus network

Suspension of one's ability to send e-mail

Suspension of one's ability to receive e-mail

Increased monitoring of further computer activity (beyond normal systems monitoring)

Any disciplinary action taken by Information Systems may be revoked and/or modified by the Provost of the University or anyone the Provost designates to deal with such matters.

Locating Computing Policy Information and Policy Updates. The above summary is based on the Policy on Ethical and Responsible Use of Computing Resources and other computing policies. These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online at www.wfu.edu/Computer-information/.

STUDENT COMPLAINTS

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions or inaction of the staff or faculty affecting a student. The procedure for bringing these issues to the appropriate person or body is outlined below. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (the dean in the Calloway School) for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the office of the dean of student services.

Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a University official designated by the associate provost after reviewing the nature of the complaint. The committee will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process outlined above is meant to answer and resolve issues arising between individual students and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination for instance) and these should be fully utilized where appropriate. Violation of student conduct rules or the honor system should be addressed through the judicial process specifically designed for that purpose.

HISTORY AND DEVELOPMENT

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

CHRONOLOGICAL HISTORY OF WAKE FOREST UNIVERSITY

- 1834 *Founded in the town of Wake Forest, N.C., as Wake Forest Manual Labor Institute in cooperation with the N.C. Baptist State Convention*
- 1838 *Named Wake Forest College*
- 1894 *School of Law established*
- 1902 *School of Medicine founded*
- 1921 *First summer session*
- 1936 *Approval of the School of Law by the American Bar Association*
- 1941 *Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital*
- 1942 *Women admitted as undergraduate students*
- 1956 *Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation*
- 1961 *Graduate studies instituted*
- 1967 *Becomes Wake Forest University*
- 1969 *Babcock Graduate School of Management established*
- 1976 *James R. Scales Fine Arts Center opened*

- 1984 *Sesquicentennial anniversary*
- 1986 *Redefined the relationship with the N.C. Baptist State Convention*
- 1989 *Olin Physical Laboratory opened*
- 1990 *Clifton L. Benson University Center opened*
- 1992 *Edwin Graves Wilson Wing of Z. Smith Reynolds Library dedicated*
- 1993 *Worrell Professional Center for Law and Management opened*
- 1994 *Centennial anniversary—School of Law*
- 1995 *Change of name to Wayne Calloway School of Business and Accountancy*
- 1997 *Change of name to Wake Forest University School of Medicine*
- 1999 *Opening of the Wake Forest University Divinity School*

PRESIDENTS OF WAKE FOREST UNIVERSITY

- 1834 *Samuel Wait*
- 1905 *William Louis Poteat*
- 1845 *William Hooper*
- 1927 *Francis Pendleton Gaines*
- 1849 *John Brown White*
- 1930 *Thurman D. Kitchin*
- 1854 *Washington Manly Wingate*
- 1950 *Harold Wayland Tribble*
- 1879 *Thomas Henderson Pritchard*
- 1967 *James Ralph Scales*
- 1884 *Charles Elisha Taylor*
- 1983 *Thomas K. Hearn Jr.*



ALL STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE PORTIONS OF THIS BULLETIN WHICH PERTAIN TO THEIR COURSE OF STUDY.

STATEMENTS CONCERNING COURSES AND EXPENSES ARE NOT TO BE REGARDED AS IRREVOCABLE CONTRACTS BETWEEN THE STUDENT AND THE INSTITUTION. THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE SCHEDULE OF CLASSES AND THE COST OF INSTRUCTION AT ANY TIME WITHIN THE STUDENT'S TERM OF RESIDENCE.

ADMISSION

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An

applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

North Carolina law and Wake Forest University require that all new, transfer, readmit, unclassified, or visiting students submit proof of immunization against tetanus and diphtheria (Td), polio, rubeola, rubella, and mumps *before registration*. The *Student Handbook* has a detailed statement. A certificate from the student's high school, physician, or county health department director containing the approved dates is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

APPLICATION

An application is secured from the Office of Admissions in person or by mail (P.O. Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109-7305). It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with

prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools. Students may also apply via the Internet at www.wfu.edu.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the SAT I: Reasoning Test of The College Board. SAT II: Subject Test scores are optional. All test scores should be sent directly to the University by Educational Testing Service. A \$40 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$300 admission deposit is required of all regularly admitted students and must be sent to the Office of Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is nonrefundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a nonrefundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

EARLY DECISION

Two early decision deadlines and notification schedules are available to well-qualified high school students who decide, by the close of their junior year, that Wake Forest is either their only choice or first choice college.

EARLY DECISION — SINGLE CHOICE

For students who have selected Wake Forest as their first choice and have applied to no other college. Students may submit an application at any time after completion of the junior year and no later than November 15. Decisions on these applicants are made on a rolling basis, three to four weeks after the application is completed. Students agree to enroll if accepted and submit a nonrefundable \$500 deposit prior to January 1.

EARLY DECISION — FIRST CHOICE

Students who have selected Wake Forest as a first choice and only early decision choice but who may have submitted or have plans to submit regular decision applications to other institutions, may apply no later than November 15 and are notified by December 15. If accepted, students agree to enroll and to withdraw applications from other colleges. A \$500 nonrefundable deposit is due by January 15.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all secondary school requirements. Decisions are based upon junior year grades and test scores. Applicants not admitted are asked to submit additional SAT I scores and the

first semester senior year grade report, or they are advised to apply elsewhere.

ADMISSION OF STUDENTS WITH DISABILITIES

Wake Forest College will consider the application of any qualified student, regardless of disability, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation. Programs at Wake Forest are accessible to all of its students.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for undergraduate students, please contact Van D. Westervelt, director of the Learning Assistance Center, at (336) 758-5929 or the assistant director of human resources and director of equal employment opportunity, at (336) 758-4814.

ADVANCED PLACEMENT AND CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the Wayne Calloway School of Business and Accountancy.

ADMISSION OF TRANSFER STUDENTS

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

EXPENSES

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

A nonrefundable admission deposit of \$300 is required to complete admission for all regularly admitted students. A non-refundable admission deposit of \$500 is required to complete admission for all students who have applied to Wake Forest University as a first or single choice (see page 20). The applicable deposit is applied toward tuition and fees for the semester for which the student has been accepted. Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

TUITION

	<i>Per Semester</i>	<i>Per Year</i>
FULL-TIME	\$11,205	\$22,410
PART-TIME	\$650 PER CREDIT	

Students should expect an increase yearly in tuition. However, admittance to the undergraduate College is not based on financial resources. The University meets the demonstrated financial needs of all qualified students.

Students enrolled in the College or in the Wayne Calloway School of Business and Accountancy for full-time residence

credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theatre, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of \$166 per semester.

ROOM CHARGES

	<i>Per Semester</i>	<i>Per Year</i>
DOUBLE OCCUPANCY	\$1,820	\$3,640

Most first-year students will pay either \$1,620 or \$1,820 per semester depending upon room assignment location. Other room rentals range from \$1,620 to \$2,280 per semester.

FOOD SERVICES

A cafeteria and table service dining room are located in Reynolda Hall; there are food courts in the Benson University Center and the Information Systems Building. A debit card system is used in which the student is charged only for the items selected at the time of purchase. A suggested range from \$1,025 to \$5,000 per year is offered depending on the student's needs. The card may be used at any University food services facility or convenience store, and it allows a great deal of flexibility for eating on campus.

First-year students living in residence halls are required to participate in both the fall and spring semesters in one of the board plans.

OTHER CHARGES

Admission application fee of \$40 is required with each application for admission to cover the cost of processing and is nonrefundable.

Admission deposit of \$500 is required for students applying to Wake Forest University as a first or single choice. An admission deposit of \$300 is required for all regularly admitted students. All admissions deposits must be submitted to the Director of Admissions. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Individual instruction music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the Office of Financial and Accounting Services. The fee for one credit per semester is \$220; for more than one credit per semester, \$440.

Day Observation charges, made when the student is confined to the Student Health Service, are \$125 per day. Additional charges may be made for any medications, laboratory tests, and special supplies. Students must have hospital insurance. A group plan is available through the University for those not covered by a family plan.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of \$500 is required, at a date set by the Office of Financial and Accounting Services, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is nonrefundable.

Returned check fee of \$25 is charged for each returned check by the office of Financial and Accounting Services.

Room change fee of \$25 is charged for any unauthorized change.

Improper check-in/out residence hall fee of \$25 is charged for any student who does not follow appropriate administrative procedures.

Residence hall lock core change fee of \$70 per lock is charged to any student who loses their room/suite/apartment key(s).

Motor vehicle registration is \$150 and traffic fines are \$20 to \$100. All students operating a vehicle on campus (including student apartments, theme, and satellite houses) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus or the next business day. Proof of ownership must be presented to verify a license plate when applying for vehicle registration. For a vehicle to be properly registered, both the rear bumper decal and front windshield decal must be displayed. Fines are assessed against students violating parking regulations; copies of the violations are obtainable from the Office of Parking Management. Please inform any visitors of parking rules and regulations.

REFUNDS OF CHARGES AND RETURN OF FINANCIAL AID FUNDS

A student who withdraws during (begins, but does not complete) a term may be entitled to a refund of certain charges as outlined in the Refund of Charges Policy. A withdrawal also affects financial aid eligibility, as outlined in the Return of

Non-Title IV Program Funds Policy and the federal Return of Title IV Program Funds Policy. Withdrawal procedures are coordinated by the deans of the College and the Wayne Calloway School of Business and Accountancy.

REFUND OF CHARGES POLICY

A withdrawing student receives a tuition refund according to the following schedule. This schedule applies to a student who drops courses, as well as to a student who withdraws.

<i>Number of Weeks Attendance (Including first day of registration validation)</i>	<i>Percentage of Total Tuition to be Refunded</i>
1 WEEK	TOTAL TUITION LESS DEPOSIT
2 WEEKS	75 PERCENT
3 WEEKS	50 PERCENT
4 WEEKS	25 PERCENT

A withdrawal must be official and students must return the University identification card before claiming a refund. There is no refund of room rent or the parking registration fee if the decal has been placed on the vehicle. Unused meal plan funds are refunded. Fees for individual instruction in the Department of Music are refunded on the following basis: If a student drops the course before the fifth lesson, the fee will be one-fourteenth the full semester's instruction fee times the number of lessons the student has completed; there is no refund after the fifth lesson.

The Office of Financial and Accounting Services calculates the refund of charges, and has available an example of the application of the University Refund of Charges Policy.

RETURN OF TITLE IV PROGRAM FUNDS POLICY

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws. The Return of Title IV Funds policy, implemented August 30, 2000 at Wake Forest, replaces the former statutory federal refund policies.

Title IV Funds include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Work-Study (FWS), Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loan, and Leveraging Educational Assistance Partnership Grant (LEAP).

The percentage of the term completed is determined by dividing the total number of calendar days comprising the term (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60 percent point in time, the percentage of the term completed, (2) after the 60 percent point in time, 100 percent.

The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal disbursements).

If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount

disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the student returns any portion of unearned funds not returned by the University.

A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant funds by the student is required, only 50 percent of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds returned are credited in the following order: Unsubsidized FFEL (Stafford) Loans, Subsidized FFEL (Stafford) Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity (SEOG) Grants, and other Title IV funds for which a return of funds is required.

The Office of Student Financial Aid calculates the amount of unearned Title IV grant and loan funds, and has available examples of the application of this federal policy and a copy of the relevant Code of Federal Regulations section (CFR 668.22).

RETURN OF NON-TITLE IV PROGRAM FUNDS POLICY

A student who drops to less-than-full-time enrollment during a term loses eligibility for all University grants and scholarships for the entire term.

The Office of Student Financial Aid calculates the amount of non-Title IV

Program funds to be returned to the various programs when a recipient withdraws. For a recipient who withdraws, the total amount of the financial aid award (including institutional grants, scholarships, and loans) from University fund sources is reduced by the same percentage as the percentage of total tuition to be refunded (from the table in the Refund of Charges section above). The order in which each University program of aid is reduced (and returned to the program) is determined on a case-by-case basis by the Office of Student Financial Aid, with the guiding principle being to return funds to those University accounts most likely to be used by other students in future terms.

Return of funds to various state and private programs is determined by specific program rules. If rules allow, loan funds are returned to the programs before any grant and scholarship funds are returned. Required returns of funds to all financial aid programs are made prior to the refund to the student.

HOUSING

All unmarried first-year students are required to live in the residence halls, except (1) when permission is given by the director of residence life and housing for the student to live with parents or a relative in the Winston-Salem area; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a day student; or (4) if the student has lost residence hall space because of a *Residence Halls Agreement* violation or disciplinary action. Fifth-year students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing. Married students are not permitted to live within the residence halls.

Residence halls are supervised by the director of residence life and housing, associate and assistant directors of residence life and housing, residence life coordinators, and graduate student hall directors.

The charges for residence hall rooms for 2000-2001 will range from approximately \$1,620 per single to \$2,280 per semester depending on the location and amenities available.

Off-campus Housing Policy

The University has developed guidelines and policies for those undergraduate students who desire to live off-campus in residential areas zoned for single family use (i.e. non-apartment complex residential property). Such policies will not affect apartment or other multi-family residences; however all students will be required to apply for off-campus housing status.

Guideline information is sent to all undergraduate students each year regarding this policy. Conditions may be placed on students who choose to live in single family areas, or students may be denied the ability to live within such a location. Students who desire to reside off campus must complete an application and obtain approval from the Office of Residence Life and Housing prior to signing off-campus leases.

Resident undergraduate students are guaranteed campus housing for eight semesters. To protect yourself and to give yourself the most options until you have an opportunity to review this policy fully, do not sign any off-campus leases. Please contact the Office of Residence Life and Housing for a copy of the full *Off-campus Housing Policy and Guidelines*.

ACADEMIC CALENDAR

The academic calendar of the College and the Wayne Calloway School of Business and Accountancy includes a fall semester beginning in late August and ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

ORIENTATION AND ADVISING

A five-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser and an upperclass student provide guidance during and between registration periods throughout the student's first and second years. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major(s) in a field(s) of study toward the end of the second year. At that time, a new adviser is assigned.

REGISTRATION

Registration for continuing students in the College and the Wayne Calloway School of Business and Accountancy occurs in April for the fall and summer terms, and in November for the spring term. New students register at the beginning of the term in which they first enroll. Consultation with the academic adviser must be completed prior to registration. Confirmation of enrollment is required before classes begin each term. All tuition and fees must be paid

in full to the Office of Financial and Accounting Services prior to confirmation.

CLASSIFICATION

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the Wayne Calloway School of Business and Accountancy have a value of four credits, but may vary from one credit to six. The normal load for a full-time student is eighteen credits per semester, with a maximum of twenty permitted during registration. A student wishing to register for more than twenty credits per semester must seek the permission of the academic adviser and the appropriate dean once drop-add begins. Non-business or non-accounting majors wishing to take courses in the Calloway School must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve credits per semester constitute minimum full-time registration at the University. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes for at least fourteen credits each semester. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student who feels that he or she has valid and compelling reasons to register for more than twenty credits per semester must seek permission of the adviser and the appropriate dean after registration. Only if both the adviser and the dean agree that the proposed course load is needed and in the best interest of the student will permission be granted.

The requirements for classification after the first year are as follows:

Sophomore—the completion of no fewer than 29 credits toward a degree;

Junior—the completion of no fewer than 65 credits toward a degree;

Senior—the completion of no fewer than 104 credits toward a degree.

PART-TIME STUDENTS

A student may not register for fewer than twelve credits without specific permission from the appropriate dean to register as a part-time student. A full-time student in the fall semester of any given year may not be a part-time student in the spring semester immediately following without approval, given before the beginning of the semester, by one of the academic deans. The approval carries with it the permission to pay for such work on a per-credit basis. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status will be required to pay full tuition. Part-time students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing.

CLASS ATTENDANCE

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of

the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the Wayne Calloway School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the Wayne Calloway School of Business and Accountancy.

Students who miss class while acting as duly authorized representatives of the University at events and times approved by the appropriate dean are considered excused. Students will inform their instructors in advance of these excused absences. The disposition of missed assignments will be arranged between instructor and student. Students anticipating numerous excused absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the grade. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

AUDITING COURSES

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the Wayne Calloway School of Business and Accountancy; for others the fee is \$30 per credit. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

DROPPING A COURSE

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must obtain the necessary form from the registrar and have it signed by his or her instructor. *After* this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties as the Committee on Academic Affairs of the faculty may impose.

WITHDRAWAL

A student who finds it necessary to withdraw from the College or the Wayne Calloway School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the Wayne Calloway School of Business

and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the Wayne Calloway School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Withdrawal from the College or the Calloway School cannot be finalized until ThinkPads, printers, connecting cables, WFU ID cards, residence hall keys (if applicable) and post office box keys, along with any other pertinent University property items, have been turned in to the appropriate offices.

EXAMINATIONS

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty. Under it, the student is expected to refrain from unfairness in any form and to report to the Honor and Ethics Council any student whom he or she knows to be cheating.

GRADING

For most courses carrying undergraduate credit, there are twelve final and one conditional grade: A (exceptionally high achievement), A-, B+, B (superior), B-, C+, C (satisfactory), C-, D+, D, D- (passing but unsatisfactory), F (failure), and I (incomplete).

Grade of I. The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows:

FOR EACH CREDIT OF A	4.00 POINTS
FOR EACH CREDIT OF A-	3.67 POINTS
FOR EACH CREDIT OF B+	3.33 POINTS
FOR EACH CREDIT OF B	3.00 POINTS
FOR EACH CREDIT OF B-	2.67 POINTS
FOR EACH CREDIT OF C+	2.33 POINTS
FOR EACH CREDIT OF C	2.00 POINTS
FOR EACH CREDIT OF C-	1.67 POINTS
FOR EACH CREDIT OF D+	1.33 POINTS
FOR EACH CREDIT OF D	1.00 POINTS
FOR EACH CREDIT OF D-	0.67 POINTS
FOR EACH GRADE OF F	NO POINTS

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than twenty-four credits

taken on a pass/fail basis. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as sixteen credits on a pass/fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, major, or minor requirements may not be taken⁵ on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

No courses in the Calloway School can be taken pass/fail.

GRADE REPORTS AND TRANSCRIPTS

A midterm report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Transcripts of the permanent educational record will be issued to students upon written request unless there are unpaid financial obligations to the College or University, or other unresolved issues. Copies of a student's cumulative record are issued by the registrar, but only on the written authorization of the student.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

DEAN'S LIST

The Dean's List is issued at the end of the fall and spring semesters. It includes all full-time degree-seeking students in the

College and the Wayne Calloway School of Business and Accountancy who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

GRADUATION DISTINCTIONS

Graduation distinctions are determined by the grade-point system and are based entirely on grades earned in Wake Forest courses. A degree candidate with a cumulative average of not less than 3.8 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.6 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.4 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the Registrar.

REPETITION OF COURSES

A student may not repeat a course in which he or she has received a grade of C or higher. A student may, however, repeat at Wake Forest a Wake Forest course for which he or she has received a grade of C- or lower. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the credit originally earned will not be lost. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation.

PROBATION

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, such as failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity or sorority until the end of their probationary period.

REQUIREMENTS FOR CONTINUATION

A student's academic eligibility to continue is determined by the number of course credits passed and the grade point average. The number of credits passed is the sum of the credits transferred from other institutions and the credits earned in the undergraduate schools of the University. The grade point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain

<i>for credits passed:</i>	<i>a minimum cum. GPA of:</i>
1-36	1.45
37-72	1.60
73-108	1.75
109 AND ABOVE	1.90

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum shall have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn eight or fewer grade points in any given semester in courses other than Education 353; military science courses; Music 111-121 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the students' control, they may appeal to the Committee for an exception.

Any student who is in academic difficulty is urged to seek advice and counsel from his or her academic adviser, from the Office of the Dean of the College, from the Learning Assistance Center, and from the University Counseling Center.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

REQUIREMENTS FOR READMISSION

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student. Students who have been ineligible to continue for academic reasons must present to the Committee a list of steps they plan to take to raise their academic standing to acceptable standards. Non-academic grounds for denial may include convictions for violations of the honor code or the social conduct code, for violations of the law, and other behavior showing disrespect for the rights of others.

SUMMER STUDY

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

In order to be eligible to take summer courses at another college or university, the student must have a cumulative grade point average of no less than 2.0 and must obtain advance approval of the head of the department concerned, the registrar, and in some cases, the Office of the Dean of Wake Forest

College or the dean of the Wayne Calloway School of Business and Accountancy. Courses taken elsewhere on the semester-hour plan are computed as transfer credit at 1.125 credits for each approved semester hour. All transfer work taken after enrollment at Wake Forest must be taken in an approved four-year institution.

Courses taken outside the U.S. require, in addition, prior approval from the Center for International Studies. Students must obtain a course approval form from the Center for International Studies.

TRANSFER CREDIT

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0 and must obtain faculty approval in advance. For enrolled Wake Forest students, transfer work can be accepted only from approved four-year institutions. To be accepted for transfer credit, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower will not be awarded transfer credit in Wake Forest.

APPROVAL OF OVERSEAS PROGRAMS

Students who wish to receive academic credit for courses taken outside the U.S. need to obtain approval of the program before applying from the Center for International Studies and then faculty approval of specific courses after acceptance. The Approval Form for Study Outside the United States is available in the Center for International Studies.



ANY STUDENT REGULARLY ADMITTED
TO WAKE FOREST COLLEGE WHO
DEMONSTRATES FINANCIAL NEED WILL
RECEIVE ASSISTANCE COMMENSURATE
WITH THAT NEED.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at P.O. Box 7246 Reynolda Station, Winston-Salem, North Carolina 27109-7246. Scholarships supported by funds of the undergraduate schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for institutional funds. Half-time and part-time students are eligible to apply for federal funds.

The University offers a number of scholarships based upon merit. Those with a stipend based upon tuition will increase as tuition increases; those with a dollar stipend remain fixed for the four years of enrollment.

Additional scholarship assistance not listed herein is offered to student athletes through the Department of Athletics.

Need is a factor in the awarding of most financial aid, and each applicant must file an annual financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships and

Student Aid determines aid awards, and aid is credited, by semester, to the student's account in the Office of Financial and Accounting Services. The calculation of need, and therefore the amount of an award, may vary from year to year. The Committee on Scholarships and Student Aid reserves the right to revoke financial aid for unsatisfactory academic achievement, for violation of University regulations including its honor code, or for violation of federal, state, or local laws.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID RECIPIENTS

The Higher Education Act mandates that institutions of higher education establish minimum standards of "satisfactory academic progress" for students receiving federal financial aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government. Additionally, University policy generally precludes awarding institutionally controlled scholarships and grants to any student with less than a 2.0 cumulative grade point average on all work attempted at Wake Forest, and to any student enrolled on less than a full-time basis. Students should note that the policy on satisfactory academic progress applies only to the general eligibility for financial aid consideration. Certain loan programs require either the passage of a period of

time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Certain scholarship programs have additional requirements. Institutional scholarship aid is generally not awarded for summer school.

An evaluation will be made at the end of each academic year for the next academic year. Students must maintain a WFU grade point average required for continued enrollment and, in addition, must have received WFU credits as listed after the indicated terms of enrollment. Credits earned are based upon a maximum time frame of six years (no WFU scholarship or grant assistance is generally available after four years) and represent a minimum percentage of work to be completed. Please see the chart on academic progress below for minimum requirements related to semesters at Wake Forest, credits earned at Wake Forest, and GPA on credits attempted at Wake Forest.*

Part-time students must have earned 80 percent of all credits attempted (as of the last day to drop a course), with the same grade point average requirement as full-time students, in order to be eligible for Federal Pell Grant and Federal Stafford Loan consideration. No aid can be awarded to part-time students beyond the 18th semester except in extenuating circumstances. *Repeated courses* will count for

GPA according to University policy. When successfully completed they will count as their appropriate credit earned.

Transfer students must earn 12 credits per semester of enrollment at WFU; their grade point average requirement will be that average consistent with University policy for continuation. University grant assistance for transfer students is limited to the equivalent of four years, based upon transfer credit. *Summer sessions* will not be counted as semesters in residence. *Incompletes* count as credits attempted.

Denial of aid under this policy may be appealed in writing to the Committee on Scholarships and Student Aid. The Committee may grant a probationary reinstatement of one semester (in exceptional cases this period may be for one full academic year) to any student upon demonstration of extenuating circumstances, which must be documented in writing to the satisfaction of the Committee. Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to: illness of student or immediate family members—statement from physician that illness interfered with opportunity for satisfactory progress; death in family—statement of student or minister; temporary or permanent disability—statement from physician. During a probationary period, students are considered to be making satisfactory

*ACADEMIC REQUIREMENTS FOR FULL-TIME STUDENTS

Semester	1	2	3	4	5	6	7	8	9	10	11
Credits Earned	12	24	36	48	60	72	84	96	108	120	132
GPA	1.45	1.45	1.45	1.60	1.60	1.60	1.75	1.75	1.75	1.90	1.90

academic progress under this policy and may continue to receive federal aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period will be made, upon the student's written request, at the end of the probationary period.

Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required cumulative GPA. Any student determined ineligible for any academic year may request a special review at the end of one semester or summer term and may thereby be reinstated for all or part of the academic year. The student must request any such mid-year review in writing; otherwise only one determination of satisfactory academic progress will be made each academic year. Reinstatement cannot be made retroactive.

SCHOLARSHIPS

The *Reynolds Scholarships* are awarded each year to up to five extraordinarily capable men and women entering the College as first-year students. Made possible through a grant from the Z. Smith Reynolds Foundation in honor of Nancy Susan Reynolds, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to \$1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipient's fourth year of college, subject to satisfactory performance. A separate application is required by December 1.

The *Graylyn Scholarship* provides one full tuition, room, and board renewable scholarship to a student who applies for the Reynolds or Carswell Scholarship and who possesses extraordinary academic and leadership skills. The Graylyn Scholarship is provided by the Graylyn International Conference Center in support of undergraduate excellence. Scholars also have a stipend for personal expenses and summer grant opportunities. The fund also provides for leadership awards to the medical, law and business schools.

The *O. W. Wilson Scholarship*, created under the will of O. W. Wilson of Yancey County, N.C., is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects. Awarded through the Reynolds and Carswell scholarship applications.

The *Dr. George E. and Lila C. Bradford Fund* awards in alternate years a renewable full-tuition academic scholarship annually to a student possessing outstanding leadership and aptitude who intends to pursue a premedical course of study. Awarded through the Reynolds and Carswell scholarship applications.

The *Guy T. Carswell Scholarships*, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, N.C., have an annual value ranging from a minimum stipend of \$10,700 to a maximum stipend of full demonstrated need. Each scholar may apply for at least one summer grant of up to \$1,000 to fund travel and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to thirty scholars

are selected annually. A separate application is due by January 1.

The *Thomas E. and Ruth Mullen Scholars of the Upperclass Carswell Scholarship* program are chosen among outstanding undergraduates who have a minimum of one year of academic work at Wake Forest. A separate application is due by October 15.

The *Presidential Scholarships for Distinguished Achievement*, established by the University's alumni/ae, award twenty renewable \$10,700 scholarships on the basis of exceptional talent and leadership. Candidates must be students who will enrich and add to the diversity of life at Wake Forest through their special talents in the areas of the fine arts (including music, art, theatre, dance, film, and other arts), debate and public speaking, writing, leadership, public service, and entrepreneurial achievement. A separate application must be submitted by December 1.

The *Joseph Gordon and Wake Forest Diversity Scholarships*, established by endowment from the University's Sesquicentennial Fund and gifts from the Z. Smith Reynolds Foundation, are awarded each year to entering first-year students who demonstrate academic promise and leadership potential, with a preference for students with outstanding achievements who will add to the diversity of the student body. This program provides seven full-tuition scholarships. All scholarships are renewable annually through the recipient's fourth year based upon a suitable academic and honor record. Awards are made without regard to financial need. A separate application is required by January 1.

The *William Louis Poteat Scholarships*, valued at \$10,700 per year, are awarded to twenty entering first-year students. To be

eligible, a student must be an active member of a church affiliated with the Baptist State Convention of North Carolina or the General Baptist State Convention of North Carolina and must be likely to make a significant contribution to church and society. A separate application is required by December 15.

Several scholarships awarded through the Poteat program are endowed and are named by the donor(s), they include:

The *Ben T. Aycock Jr./Minta Aycock McNally Scholarship*, established by Leila Holding Aycock.

The *Beach Scholarship*, established by Benjamin S. Beach.

The *Ed and Jean Christman Scholarship*, established by the Ministerial Council of Wake Forest University.

The *Cockman-Gore Scholarship*, established by Ivey and Claudia Cockman in honor of Daniel and Roberta Gore.

The *H. Max Craig Jr. Scholarship*, established by Winfred Norman Hasty Jr.

The *Nathan D. Dial Scholarship*, established by Robert I. and Barbara D. Whiteman of Raleigh, N.C.

The *Evans Family Scholarship*, established by Ernest Leroy and Austine Odom Evans of Ahoskie, N.C.

The *W.D. and Alberta B. Holleman Memorial Scholarship Fund*, established by Robert D. Holleman in memory of his parents and awarded to a student from Durham County.

The *E. Glen and Joyce Holt Scholarship*, established by Charles Holt and Amy Holt Neill.

Wake Forest Honor Scholarships provide an annual renewable grant of \$5,000 to students selected from those who apply for

the Reynolds or Carswell Scholarships and who demonstrate exceptional academic ability and leadership.

The *George Foster Hankins Scholarships*, made possible by the late Colonel George Foster Hankins of Lexington, N.C., for residents of North Carolina or children of alumni/ae living in other states with preference given to residents of Davidson County, have an annual value of up to full demonstrated need. Recipients must demonstrate need as well as academic promise. A separate application is due by January 1.

The *Robert P. and Dorothy Caldwell Scholarships*, given by family and friends of Robert P. and Dorothy Caldwell, provide up to three scholarships annually on the basis of outstanding academic achievement, demonstrated leadership ability, record of community service, and a commitment to helping others. A portion of these funds gives preference to students from Gaston and Catawba (N.C.) counties who need assistance in order to attend Wake Forest. The student must apply for the merit-based Caldwell Scholarship through the Reynolds and Carswell scholarships applications.

The *Holding Scholarship*, provided by a gift from the Robert P. Holding Foundation in memory of Mr. Holding, a member of the Class of 1916, offers one full tuition renewable scholarship in alternate years to a student of exceptional leadership and academic promise, who is in residence at least one year in North Carolina. The student must complete an application for either the Nancy Susan Reynolds or Carswell Scholarship.

The *Junius C. and Eliza P. Brown Scholarships* are designed to recognize excellence among North Carolina students demonstrating financial need in order to

attend Wake Forest. Preference for selection is given first to students from the Madison area of Rockingham County, second to students from the Reidsville area of Rockingham County, and third to other applicants from Rockingham County. A separate application is due by January 1.

National Achievement Scholarships are awarded to four finalists in the achievement scholarship program. The minimum of \$3,000 (\$750 annually for four years) will extend up to \$2,000 annually depending on need. Students must select Wake Forest as their first-choice college in the NASC program; recipients are chosen by the Scholarship Committee, usually by April 1.

National Merit Scholarships are awarded to four finalists in the merit scholarship program. The minimum award of \$3,000 (\$750 annually for four years) will extend up to \$2,000 annually depending on need. Students must note Wake Forest as their first-choice college in the NMSC testing program; recipients are chosen by the Scholarship Committee, usually by April 1.

For all the following scholarships, there is no separate application required except where noted. Students who complete the Financial Aid PROFILE of the College Scholarship Service will be considered for appropriate scholarships.

The *Page W. Acree Humanities in Science Scholarship Fund* was established to provide support for students majoring in chemistry, physics, biology, or mathematics/computer science, who have career objectives in medicine or science-related fields that require human service, and who wish to take unrequired academic work in the humanities. A separate application to the dean of the College is required.

The *Charles I. and Louise Allen Scholarship Fund*, established under the will of Louise Lambeth Allen, is awarded on the basis of ability and need to a student who may be interested in pursuing a medical career.

The *Alumni and General Scholarship Fund* provides assistance to students at the discretion of the Committee on Scholarships and Student Aid.

The *Army Reserve Officers' Training Corps (AROTC) Scholarships* are awarded for academic and personal achievement. These four-, three-, and two-year scholarships annually pay: (1) \$16,000 for tuition; (2) a flat rate for texts, equipment, and supplies (presently \$450) and (3) a subsistence allowance of up to \$1,500 (\$150 per month for the months spent in school). All benefits are tax-free. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The *Teresa Mae Arnold Scholarship* is awarded on the basis of ability and need to a student enrolled in Wake Forest College.

The *Camillo Artom Fund for Italian Studies* was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply to the Office of the Provost.)

The *Baker-Martin Scholarship Fund*, established by Jerry H. Baker and Cassandra M. Baker of Marietta, Ga., provides scholarships on the basis of need for undergraduate students attending Wake Forest with the following qualifications: (1) who have earned their high school diploma from a high school located in North Carolina; and (2) whose parents (one or both) are currently employed in private or public education or who are employees of the government. Preference will be given to students whose residence is located in the counties of Cabarrus or Nash.

The *Hubbard and Lucy Ball Scholarship Fund*, established by Robert T. Ball of Surprise, Ariz., is awarded on the basis of need.

The *Donald Alan Baur Memorial Scholarship* is awarded on the basis of leadership, dedication, competitiveness, and citizenship, with preference given to members of Delta Nu Chapter, Sigma Chi Fraternity.

The *Gaither M. Beam Sr. Scholarship* is awarded on the basis of both ability and need with preference given to certain descendants and residents of Franklin County, N.C.

The *George M. and Daisy Olive Beavers Scholarship Fund*, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The *James Wallace Beavers Scholarship Fund*, established by Barbara J. Beavers, PhD of Atlanta, Ga., and Wwalter L. Beavers and Olive Beavers Jordan of Greensboro, N.C.; and Walter L. Beavers of Greensboro, provides a scholarship to entering freshmen, and it may be renewed for three years of undergraduate study.

The *Becton Family Scholarship Fund* is awarded on the basis of academic ability and financial need to a premedical student. Preference is given to students from Augusta, Ga., and secondly to other students from Georgia.

The *J. Irvin Biggs Scholarship* is awarded to needy and deserving undergraduates, with preference given to students from Lumberton or Robeson County, N.C.

The *Blackbyrd Scholarship* provides one annual scholarship to a chemistry major, with preference to the student having the second highest overall grade point average.

The *Peter Bondy Scholarship* for study abroad is available through application with the Center for International Studies.

The *Robert C. Bridger Jr. Scholarship*, donated by George R. Bridger in honor of his father, is made to a senior major in the Wayne Calloway School of Business and Accountancy. Selection of the recipient is based on demonstrated academic ability and financial need, with preference given to students from Bladen County or southeastern North Carolina.

The *William D. Brigman Scholarship Fund* is awarded to a student in the Wayne Calloway School of Business and Accountancy on the basis of academic ability and outstanding leadership potential.

The *H. Grady Britt Scholarship* was created under the will of H. Grady Britt to benefit students in the Department of Biology.

The *Claude U. Broach Scholarship* is awarded to a first-year or upperclass student with preference given to students from St. John's Baptist Church of Charlotte, N.C.

The *Gov. J. Melville and Alice W. Broughton Scholarship Fund*, established in honor of Governor, Senator, and Wake

Forest Trustee J. Melville Broughton and his wife, Alice W. Broughton, by the Broughton family of Raleigh, N.C., awards one scholarship annually to a North Carolina student on the basis of academic ability and financial need.

The *Dean D. B. Bryan Memorial Scholarship Fund* was established in honor of D. B. Bryan, dean of Wake Forest College from 1923 to 1957. It awards a partial or full-tuition scholarship to a student who plans to pursue a career in education, and who demonstrates financial need and academic ability. The recipient must pledge to work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The *Joseph M. Bryan Sr. Scholarship* is awarded to undergraduates in the form of both athletic and general scholarships.

The *Jack Buchanan Scholarship* is awarded on the basis of financial need and academic ability, with preference given to students from western North Carolina planning a business major.

The *Lib and Joyner Burns Scholarship* is awarded on the basis of both ability and need, with preference given first to students having a physical handicap and second to students from Forsyth or Guilford counties, N.C.

The *D. Wayne Calloway Scholarship Fund* provides scholarships for students attending the Wayne Calloway School of Business and Accountancy Management Program for liberal arts majors.

The *John Douglas Cannon Scholarship* is awarded on the basis of academic ability and need to freshmen students, with preference to a student from Rock Hill, S.C.

The *James Lee Carver Memorial Scholarship*, donated by Jean Freeman Carver with her children, James Lee Carver II and Elizabeth Jeanine Carver, in memory of her husband, James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, N.C.

The *J. D. Cave Memorial Scholarship* is awarded to a North Carolina male student who demonstrates strong character, a willingness to grow intellectually, and evidence of need, for an approximate annual value of \$600.

The *Neal M. Chastain Memorial Scholarship*, established by Mrs. June Booth of Charlotte, N.C. in memory of her son, is awarded to a senior business major exhibiting Christian ideals and good academic achievement.

The *W.H. and Callie Anne Coughlin Clark Scholarship Fund*, established by W.H. and Callie Anne Coughlin Clark of Hinsdale, Ill., provides assistance to undergraduate students, with preference to needy students.

The *Cobb Foundation Scholarship* is awarded on the basis of academic ability and financial need, with preference given first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance counties, N.C.

The *Wake Forest College Scholarships* are available to first-year and upperclass students presenting satisfactory academic records and evidence of need.

The *William and Susan Collins Scholarship Fund*, established by William A. and Susan A. Collins of Collinsville, Va., provides awards to students from the Commonwealth of Virginia, with preference to students from certain counties and cities in southwest Virginia.

The *Elton C. Cocke Memorial Fund* was established by the family of Elton C. Cocke, former chair of the biology department, in his memory. The fund provides financial aid to undergraduate students majoring in biology and biology graduate students of outstanding ability.

The *Howard F. and Ruby C. Costello Scholarship Fund* was created under the will of Ruby C. Costello to benefit financially needy students.

The *William Henry Crouch Scholarship* for ministerial students has been established by the Providence Baptist Church of Charlotte, N.C. in honor of its pastor. The scholarship is valued at \$3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The *O.B. Crowell Memorial Scholarship Fund*, donated by Louise T. Crowell of Hendersonville, N.C., in memory of her husband, O. B. Crowell, is awarded on the basis of character, need, and promise.

The *Gary Franklin Culler Scholarship Fund*, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, N.C.

The *Egbert L. Davis Jr. Scholarship*, provided by the Davis family in honor of Egbert L. Davis Jr., noted Wake Forest alumnus and benefactor, provides merit and need assistance to one or more students demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable on the basis of a B average, exemplary personal conduct, and participation in the religious life of the University.

The *Eleanor Layfield Davis Art Scholarship Fund* awards a scholarship to a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The *Mrs. Paul Price Davis Scholarship Fund* was established by Jessie Leigh Davis Boney and Betty Davis Britt to assist North Carolina students. Preference is given to students who have been residents of Baptist Children's Homes of North Carolina.

The *Thomas H. Davis Business Scholarship*, established by employees of the former Piedmont Aviation Inc. in honor of its founder and retired chair, is awarded to a senior business major based on academic achievement, financial need, and potential for business leadership.

The *Deal Family Scholarship* provides funding for the Carswell Scholarship program, with preference first to students from Catawba, Caldwell, Burke, and Alexander counties, N.C.; second to other North Carolinians; and third to other students.

The *Otis William Deese Presidential Scholarship* is awarded as a supplement to the Presidential Scholarships for Distinguished Achievement program to undergraduate students with demonstrated financial need.

The *Justus and Elizabeth S. Drake Scholarship* is awarded to an English major who demonstrates academic ability and financial need, upon the recommendation of the chair of the English department.

The *Barry and Ann Griffin Driggs Scholarship* provides a scholarship or scholarships for undergraduate students who are classified as juniors or seniors and who are majoring in mathematics. Preference will be given to those with

demonstrated financial need and a meritorious academic record and an interest in applied mathematics.

The *Fred H. Duwall Scholarship* provides funds for needy students.

The *Dean Robert Dyer Scholarship Fund for International Students*, established by Dr. Ping K. Tse and Dr. Dominic K. Chan, provides scholarships for undergraduate students from countries other than the United States of America.

The *Ernst and Young International Scholarship* is awarded through the Wayne Calloway School of Business and Accountancy to an accounting student or rising accounting student in the master of science in accountancy program.

The *Douglas Esherick Award Fund* is used annually for a member of the Sigma Chi fraternity.

The *Theodore and Freda Fisher Scholarship*, donated by Emile T. Fisher in honor of his parents, is awarded to North Carolina students with demonstrated financial need and with grade point averages in the C and low B categories.

The *Bobbie Fletcher Memorial Scholarship* is awarded on the basis of academic ability and uncommon leadership qualities to a female student from North Carolina. Recipients will possess the qualities of kindness, thoughtfulness, unselfishness, patience, and determination which distinguished Bobbie Fletcher. Preference will be given to students demonstrating need.

The *Lecausey P. and Lula H. Freeman Scholarship*, donated by Mr. and Mrs. G. H. Singleton of Raleigh, in memory of the parents of Mrs. Singleton, is available to a first-year student, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina,

with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship.

The *Wallace G. Freemon Memorial Scholarship* is awarded to needy premedical students in Wake Forest College.

The *F. Lee Fulton Scholarship Fund*, established by friends and associates of F. Lee Fulton, is awarded on the basis of leadership, citizenship, moral character, academic ability, and need.

The *James Walker Fulton Jr. Scholarship* is awarded on the basis of need and merit, with preference to students who meet one or more of the following conditions: North Carolina resident, evangelical Christian, member of Kappa Alpha, or varsity basketball player.

The *Gaddy Scholarship Fund* awards a need-based scholarship each year to a North Carolina student, with preference given to residents of Anson, Union, and Wake counties.

The *Lewis Reed Gaskin Scholarship Fund*, established by E. Reed Gaskin and Jean H. Gaskin in honor of Lewis Reed Gaskin, is awarded to a first-year student or upper-classman with preference given to a premedical student. The award shall be made on the basis of academic ability and potential as a physician. Recipients shall be known as Lewis Reed Gaskin scholars.

The *Daniel Eugene and Beulah B. Gatewood Scholarship*, given by Beulah B. Gatewood in honor of her husband, is awarded to an undergraduate accounting major based on academic merit and financial need.

The *A. Royall Gay Scholarship* is awarded on the basis of scholarship, character, and

high ideals. Preference is given to graduating seniors from Youngsville, N.C.

The *James W. Gill Scholarship*, donated by Ruth R. Gill in memory of her husband, James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince Georges counties, Md.

The *Samuel T. Gladding Scholarship Fund for Leadership* provides scholarships for students on the basis of merit, demonstrated leadership ability, and community service. Preference is given to students from Alabama.

The *Eugene Basil Glover Memorial Scholarship* is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, N.C.

The *Wallace Barger Goebel Scholarship*, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the premedical program.

The *George Washington Greene Memorial Scholarship Fund* may provide an award to the rising senior in Delta Chapter of Phi Beta Kappa who has the highest academic average, upon the recommendation of the chairman of Delta Chapter of Phi Beta Kappa.

The *Stanley McClayton Guthrie Scholarship Fund* awards one scholarship each year to a needy student, with preference given to students from Halifax County, Va., then to children of Wake Forest alumni.

The *David Hadley/Worrell House Scholarship Fund* provides a scholarship to an undergraduate student who otherwise

qualifies for the Worrell House program, but who would incur excessive financial sacrifices without the scholarship.

The *John Locksley Hall Scholarship Fund* provides scholarships on the basis of need to North Carolinians interested in business careers. Preference is given to intercollegiate athletes.

The *Hall Family Endowment Fund* provides internships for undergraduate students in Health and Exercise Science. The fund was created by Hugh Lee and Edith Hall McKinney of Austin, Texas, in loving memory of the Rev. Romulus Ferdinand Hall, Wake Forest College Class of 1918; the Rev. Remus James Hall, Wake Forest College Class of 1917; and Horace Douglas Hall, Wake Forest College Class of 1947.

The *Fuller Hamrick Scholarship*, created under the will of Everett C. Snyder of Wake Forest, N.C., in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, N.C.

The *George G. and Georgine M. Harper Charitable Trust* awards scholarships of varying stipends annually to students with high academic potential and financial need, with preference to a North Carolinian.

The *William R. Hartness Jr. Scholarship* is awarded to needy North Carolina residents.

The *Henry Russell and Clara Stephenson Harris Scholarship Fund*, established by Elizabeth Harris in memory of her parents, provides a scholarship awarded on the basis of academic ability and financial need to a senior business major who plans to pursue a career in banking.

The *M. Elizabeth Harris Music Scholarship Fund* provides an annual scholarship for a music major, with preference given to a student whose primary

interest is church music. The award is made on the basis of academic ability and financial need.

The *Margaret S. Hasty Memorial Scholarship Fund*, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate students with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The *Louise Patton Hearn Scholarship for Human Service* is awarded to a student who has demonstrated exceptional service to improve the well-being of other people and who shows interest and potential in leading others to make similar contributions to humanity.

The *Thomas K. Hearn Jr. Fund for Civic Responsibility* recognizes exemplary contributions by a rising senior to the University and the larger community.

The *Hixson Fund* provides assistance to students studying in the Wake Forest London program.

The *Frank P. Hobgood Scholarship*, donated by Kate H. Hobgood of Reidsville, N.C., in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The *J. Sam Holbrook Scholarship* is awarded on the basis of need.

The *Forrest H. Hollifield Scholarship*, donated by Mr. and Mrs. H. H. Hollifield in memory of their son, Forrest H. Hollifield, is

awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford counties, N.C., and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The *Murray A. Honeycutt Scholarship* is awarded on the basis of need to a male student.

The *Hubert Humphrey Studies Abroad Scholarship* is awarded on the basis of need and merit to undergraduate students participating in the Wake Forest programs in London, Venice, or Vienna.

The *Jeanette Wallace Hyde Scholarship*, donated by Jeanette Wallace Hyde of Raleigh, is awarded on the basis of financial need and academic ability. Preference is given, but not limited to, female students from Yadkin County, N.C., who are politics majors or are planning to pursue a career in social work or guidance counseling.

The *Stanton B. Ingram Scholarship Fund* provides assistance to needy students. Preference is given first to students from Alabama, and second to students from Mississippi, Georgia, Louisiana, Tennessee, or Florida.

The *Japan Foundation Grants* for study in Japan are made available through application with the Center for International Studies.

The *H. Broadus Jones Scholarship Fund* provides an award to a rising senior student showing superior achievement in English and outstanding qualities of character.

The *Jones-Holder Business Scholarship Fund*, awarded upon the recommendation of the dean of the Wayne Calloway School of Business and Accountancy, recognizes a rising senior business major who has demonstrated a high level of achievement.

The *Dyeann B. and Henry H. Jordan II Theatre Scholarship Fund* supports junior and senior theatre majors. A separate application to the department is required.

The *John Council Joyner Sr. Scholarship* is awarded on the basis of merit and need to a student from North Carolina.

The *Jay H. Kegerreis Scholarship* is awarded to sophomore, junior, and senior students who exemplify the character and qualities of Jay H. Kegerreis, which include a willingness to work diligently both during the academic year and at breaks to earn money for college expenses, a 3.0 grade point average, high moral character, and a willingness to make personal sacrifices to attend college.

The *J. Lee Keiger Sr. Scholarship* is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALL-TEL-Carolina Telephone Company service region.

The *Senah C. and C.A. Kent Scholarships* are awarded to first-year and upperclass students on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin. The Committee on Scholarships and Student Aid nominates recipients and provides an application to be submitted to the Foundation.

The *George Yancey Kerr and Albert Yancey Kerr Scholarship*, established by Katharine Kerr Kendall of Wake County, N.C., is awarded to worthy and needy students.

The *Kirkpatrick-Howell Memorial Scholarship Fund*, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial

Scholarship Board, for a value of approximately \$800.

The *Roena B. and Petro Kulynych Scholarship* provides aid to students on the basis of ability and need with preference first to students from Wilkes County, N.C., and second to students from Avery County, N.C.

The *Kutteh Family Scholarship* is awarded as a part of the Hankins Scholarship program, with strong preference given first to students from Iredell County, and second to students from counties contiguous to Iredell County.

The *Randall D. Ledford Scholarship* provides scholarships for undergraduate students attending Wake Forest who have declared, or who plan to declare, a major in physics.

The *Charles L. Little Scholarship Fund*, established by Charles L. Little, is given to students who demonstrate academic ability and financial need.

The *Thomas D. and Betty H. Long Scholarship Fund* is awarded on the basis of need, with preference first to students from Person County, N.C., and second to other North Carolinians.

The *Lowden Family Scholarship Fund* provides scholarships as part of the Hankins Scholarship program, with preference first to students from Montgomery County and second to students from Anson, Stanley, Davidson, Randolph, Moore, or Richmond counties, N.C.

The *Lowe's Food Fund* provides scholarships on the basis of merit and demonstrated leadership qualities to students in the Wayne Calloway School of Business and Accountancy, with preference to students from North Carolina and Virginia.

The *MacAnderson Scholarship* is awarded to students who are studying a foreign language, preferably at a university in Europe.

The *Dr. George C. Mackie Sr. Fund* is awarded to a junior or senior premedical student on the basis of need and merit.

The *Elton W. Manning Endowed Fund* provides scholarships for worthy students based on financial need and academic merit with preference given to students from eastern North Carolina.

The *Lex Marsh Scholarship* is awarded on the basis of academic ability and financial need to a student from North Carolina.

The *James Capel Mason Scholarship*, established under the will of the Rev. Oscar W. McManus of Laurinburg, N.C., provides assistance to worthy students.

The *Study Abroad Scholarship* is awarded to students paying the tuition under the Undergraduate Plan. Students must have a minimum 3.0 grade point average. The award is \$2,000 for semesters, and \$1,500 for summers.

The *Burke M. McConnell Management Excellence Scholarship*, established by Pace Communications, Inc. of Greensboro, N.C., is given to the senior in the Wayne Calloway School of Business and Accountancy who holds the highest grade point average for his or her first three years at the University.

The *Wilma L. McCurdy Memorial Fund Scholarship* is awarded on the basis of character, academic standing, and need.

The *Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund*, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student. Applications must be made to the Department of Music.

The *James McDougald Scholarship* provides assistance to students first from Robeson County and second from Scotland County, N.C., on the basis of leadership and ethics, academic preparation, desire, community pride, and financial need.

The *McGladrey & Pullen Scholarship*, granted by the public accounting firm, McGladrey & Pullen, is awarded to a senior accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, and has a value of \$750.

The *Robert A. and Margaret Pope McIntyre Scholarship* is awarded annually, with preference given to students from Robeson County, N.C.

The *Jasper L. Memory Fund* provides scholarships to students selected by the Department of Education.

The *Robert Lee Middleton Scholarship*, donated by Sarah Edwards Middleton of Nashville, Tenn., in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to a student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The *Marcus C. Miller Scholarship Fund*, donated by Marcus C. Miller of Chicago, Ill., is awarded to freshmen who have demonstrated ability in the innovative use of information technology.

The *Mildred Bronson Miller Scholarship Fund*, donated by Mildred B. Miller of Atlanta, Ga., is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The *Hiram Abif Myers III Scholarship Fund*, established in memory of Hiram

Abif ("Bif") Myers who died early in his first year at Wake Forest, awards one scholarship to a senior from Roswell High School, Roswell, Ga., who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The *Charlie and Addie Myers Memorial Scholarship* is awarded to preministerial students or to students contributing to Christianity.

The *R. Frank Nanney Scholarship* provides a scholarship for undergraduate students, with first preference for students who reside in Rutherford County, N.C. Second preference will be given to students residing elsewhere in North Carolina.

The *George Thompson Noel, M.D., Memorial Scholarship* is awarded on the basis of academic ability and financial need, with preference given to students from Cabarrus County and North Carolina. The Noel Scholarship is renewable for succeeding school years, provided the recipient demonstrates continuing need and ranks in the top third of his or her class.

The *Norfleet Scholarships*, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, N.C., in memory of his parents, John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance.

The *North Carolina Scholarships* are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value up to \$1,500

per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The *Gordon Alexander O'Brien Scholarship Fund*, donated by Mrs. Verna O'Brien of Naples, Fla., is awarded on the basis of ability and need. Preference is given to students from Rockingham County, N.C.

The *Curtis Eugene Overby Sr. Scholarship* is awarded on the basis of academic ability, financial need, and outstanding leadership potential to a North Carolina junior or senior majoring in communication, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell counties.

The *Benjamin Wingate Parham Scholarship*, donated by Kate J. Parham of Oxford, N.C., in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The *H. Franklin Perritt III Memorial Scholarship Fund* provides a scholarship of at least \$1,000 annually to one or more rising sophomores enrolled in the Reserve Officers' Training Corps. Selection is based upon outstanding leadership potential.

The *Thomas F. Pettus Scholarships*, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, N.C., make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

Presidential Aide Scholarships are awarded through a selection process with the Office of the President.

The *Pro Humanitate Scholarships* are awarded to needy out-of-state students who embody the spirit of *Pro Humanitate*, by having demonstrated leadership ability, a commitment to community or volunteer service, and a high level of character in their personal and academic lives.

The *Mark Christopher Pruitt Scholarship Fund* is awarded to a junior or senior pre-medical student on the basis of need and merit. The student must be a member of the Delta Omega Chapter of Kappa Sigma.

The *H. Ray Pullium Scholarship Fund*, established by Mrs. H. Ray Pullium in honor of her husband, is awarded on the basis of ability and need. Preference is given to students from North Carolina Baptist Children's Homes.

The *Beulah Lassiter and Kenneth Tyson Raynor Scholarships* were established by friends in memory of Kenneth Tyson Raynor and in honor of Beulah Lassiter Raynor. Mr. and Mrs. Raynor were long-time professors of mathematics and English, and the scholarships support students in these areas.

The *Resident Technology Advisor Scholarships* are awarded on a merit basis through the Office of Information Systems.

The *Oliver D. and Caroline Revell Scholarship* is awarded to needy preministerial students or needy students entering full-time Christian service.

The *Revelle Family Scholarship* provides financial assistance to needy students from Northampton and Hertford counties, with second preference to students from other areas of northeastern North Carolina.

The *Leroy and Teresa Robinson Scholarship Fund* is awarded on the basis of financial need, with preference first to graduates of East Montgomery High

School, second to other Montgomery County residents, and third to other North Carolina students.

The *Roy O. Rodwell Sr. Scholarship*, established by Roy O. Rodwell Jr. and Rebecca Tarry Rodwell of Durham and by Nancy Rand Rodwell of Chapel Hill, awards one scholarship each year, up to the cost of tuition, to an undergraduate student. Preference will be given to students who are current residents of North Carolina.

The *George D. Rovere Scholarship Fund* awards a scholarship annually to a student planning to become an athletic trainer.

The *William Royall Scholarship Fund*, given by family and friends of William Royall, provides a scholarship award for excellence in classical studies, with preference given to students planning to travel abroad to classical sites. Applications must be made to the Department of Classical Languages.

The *William Lee Rudd and Ruth Crosby Rudd Scholarship* is awarded to worthy and needy students majoring in religion.

The *W.D. Sanders Scholarships* are awarded annually for language study in Germany or Austria. Sophomores, juniors, or seniors who have completed German 153 or above are eligible. The scholarships are designated, in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior year abroad programs with other institutions. Applications should be made to the Department of German and Russian.

The *Scales International Studies Fund*, established in honor and recognition of Dr. James Ralph Scales and his outstanding contributions to international studies, provides support for undergraduate study outside the United States. Applications should be made to the Center for International Studies.

The *Emily Crandall Shaw Scholarship in Liberal Arts* is made through the departments of art, English, music, and theatre to a student who best exemplifies a diverse interest in literature, art, music, and the theatre.

The *Sara Jo Brownlow Shearer Scholarship* is awarded to students specializing in the area of learning disabilities.

The *Franklin R. Shirley Debate Scholarship*, established in honor of the late Franklin R. Shirley, professor emeritus of speech communication, is awarded to a student who has debate experience and who successfully participates in the University's debate program.

The *James F. Slate Fund* provides an annual scholarship or loan to a student who plans a ministerial career. It is renewable upon evidence of a continuing need and interest in the ministry.

The *Joseph Pleasant and Marguerite Nutt Sloan Memorial Scholarship*, established by Patricia Sloan Mize in honor of her parents, is awarded annually to an applied music student on the basis of academic ability and need. It has a value of approximately \$500. Applications must be made to the Department of Music.

The *Zachary T. Smith Leadership Scholarships*, given by the Z. Smith Reynolds Foundation, provide scholarships to needy North Carolinians with outstanding evidence of and promise in leadership skills, often to reduce loan expectations for recipients.

The *Ann Lewallan Spencer and Lewallan Family Scholarship Fund* provides scholarships for children of alumni on the basis of need.

The *Gilbert T. Stephenson Scholarship*, established by Grace W. Stephenson in memory of her husband, is awarded on the basis

of ability and need to a student from Kirby Township or Northampton County, N.C.

The *Sigmund Sternberger Scholarships*, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County.

The *John Belk Stevens Scholarship in Business*, donated by the Belk Foundation in honor of John Belk Stevens, is given to senior business majors with particular interests in retailing or marketing and is based on academic merit.

The *Edna and Ethel Stowe Scholarship* is awarded to a first-year or upperclass student, with preference given to female students who have a physical handicap.

The *J. W. Straughan Scholarship*, donated by Mattie, Mable, and Alice Straughan in memory of their brother, J. W. Straughan, of Warsaw, N.C., with preference given to students from Duplin County, N.C., who are interested in pursuing a medical career (especially in the field of family practice), is for those who need financial assistance.

The *Amos Arthur Swann Scholarship Fund* provides scholarships to needy students from Sevier County, Tenn., or other Tennessee counties.

The *Ralph Judson Sykes Scholarship Fund* provides scholarships to North Carolina residents on the basis of need, moral character, and outstanding Christian fellowship.

The *Saddye Stephenson and Benjamin Louis Sykes Scholarship*, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to first-year students from North Carolina. It is renewable.

The *Walter Low Tatum Scholarship in Mathematics* provides in alternate years a renewable merit scholarship. The stipends of \$500 each for the first two years are replaced by \$5,000 awards in each of the last two years, provided that the Tatum Scholar fulfills the expectation to enroll in and maintain a major in mathematics in the Department of Mathematics. Given by the late Samuel Tatum, a life trustee from Greensboro, N.C., and named in honor of his late brother, Dr. Walter Low Tatum, the Tatum Scholarship is renewable with continued strong academic performance and an exemplary record of honor and conduct.

The *Augustine John Taylor and Roby Ellis Taylor Accountancy Scholarship* is awarded to accounting students, with preference given to students whose permanent residence is within fifty miles of Winston-Salem.

The *H. Howell Taylor Jr. Risk Management Scholarship Fund*, established by H. Howell Taylor of Denver, Colo., is awarded through the Wayne Calloway School of Business and Accountancy to students interested in the Risk Management Internship Program.

The *Russell Taylor Scholarship* is awarded to a high school senior with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, N.C.

The *Thomas C. Taylor Scholarship Fund for International Studies* provides scholarships for accountancy majors studying outside the United States, or studying international studies within the United States, on the basis of integrity, compassion, cooperativeness, and an accumulated record of outstanding academic achievement.

The *Teague Scholarship Fund* provides scholarships to needy students enrolled in the Wayne Calloway School of Business and Accountancy who express an interest in entrepreneurship.

The *Fred N. Thompson Sr. Scholarship* is awarded to needy students with preference to residents of Virginia counties south and east of the city of Richmond.

The *Lowell and Anne Smith Tillett Scholarship* provides scholarships for undergraduate students studying in eastern Europe, Russia, and other countries in the former Soviet Union. The scholarship(s) may be awarded to pay tuition, living expenses, travel or other expenses incurred with respect to foreign study.

The *Harold Wayland and Nelle Futch Tribble Scholarship Fund*, established to honor the late President Emeritus and Mrs. Tribble, provides a scholarship to students enrolled in the College who demonstrate superior academic ability.

The *Kenneth Monroe Tucker Scholarship* is awarded on the basis of academic merit, with preference given to students from Wilkes, New Hanover, or Brunswick counties, N.C. It may be renewed provided the recipient's cumulative average is in the upper 20 percent of his or her class.

The *Tyner-Pitman Scholarship Fund*, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The *R. Stanley Vaughan/PricewaterhouseCoopers Scholarship* provides scholarships for students attending the Calloway School of Business and Accountancy who are enrolled as accountancy majors and for students enrolled in the master's program in accountancy. Preference will be given in awarding the scholarships to fourth-year students.

The *Venable Scholarship*, established by the will of Nora M. Venable of Davidson County, N.C., provides scholarships in memory and honor of Nora M. Venable, George C. Venable, and George Martin Venable on the basis of academic ability and outstanding leadership potential, with preference given to descendants of Nora M. Venable.

The *Gerald C. Wallace Jr. Scholarship Fund*, established by R. Douglas MacIntyre and Elizabeth W. MacIntyre of Atlanta, Ga., provides awards to needy students from North Carolina, South Carolina, and Georgia.

The *John W. Ward Jr. Scholarship* is awarded on the basis of demonstrated need, with preference given to students from Robeson County, N.C.

The *Brian James Watkins Scholarship Fund* is awarded on the basis of demonstrated leadership ability, community involvement, and character, with preference to students from North Carolina, Mississippi, and Delaware.

The *Watkins-Richardson Scholarship* is awarded on the basis of academic ability and outstanding leadership potential to students from the southeastern United States. Watkins-Richardson Scholarship awards are renewable for succeeding school years, provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The *J. Andrews White Scholarship* is an unrestricted fund that provides scholarships for deserving students.

The *Alexander Hines Whitley Jr. Scholarship* is awarded to qualified students selected by the Committee on Scholarships and Student Aid.

The *A. Tab Williams Scholarship Fund* provides scholarships to needy North Carolinians.

The *Jesse A. Williams Scholarships*, created under the will of the late Jesse A. Williams of Union County, N.C., give preference to deserving students of Union County.

The *Leonidas Polk Williams Sr. Scholarship Fund* was established to provide aid to students from Chowan, Camden, and Pasquotank counties, N.C., on the basis of merit.

The *John G. Williard Scholarship* is awarded to middle-income students, with preference given to students from Davie County, N.C.

The *James Bennett Willis Scholarship Fund*, established by James B. Willis of Hamlet, N.C., gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Applications must be made to the departments of religion or philosophy.

The *Marie Thornton Willis and Miriam Carlyle Willis Scholarship Fund*, established by James B. Willis in memory of his wife and daughter, gives preference to needy North Carolina Baptist students who are interested in all phases of the ministry of music.

The *Charles Littell Wilson Scholarship*, created under the will of Jennie Mayes Wilson in memory of her husband, Charles Littell Wilson, is for a needy student.

The *O. W. Wilson-Yancey County Scholarships*, created under the will of O. W. Wilson of Yancey County, N.C., are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The *Phillip W. Wilson/Peat Marwick Memorial Scholarship*, established as a

memorial to Phillip W. Wilson by his friends, colleagues, and family, is awarded to a senior accountancy major who has demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accounting profession. The recipient must also be in the top fifth of his or her class based on a grade point average within the Calloway School of Business and Accountancy.

The *William H. and Anne M. Woody Memorial Scholarship* is awarded on the basis of character, scholastic achievement, and financial need, with preference given to students from Person County, N.C., and to students intending careers in medicine, education, or ministry.

The *William Luther Wyatt III Scholarship Trust*, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, in memory of their son, William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability.

The *Matthew T. Yates Scholarship Fund* awards scholarships to the children of missionaries of the Foreign Mission Board of the Southern Baptist Convention on the basis of merit and need. The applicant must notify the Office of Student Financial Aid of his or her eligibility to be considered for this award.

FEDERAL FINANCIAL AID PROGRAMS

The federal government, through the Department of Education, sponsors a number of aid programs to help pay college costs. Among these programs are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS), Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress, earning a minimum of twelve credits per semester of enrollment with a grade point average at or above the published minimum level for continued enrollment. A copy of the full policy on satisfactory academic progress is available upon written request from the financial aid office.

Federal aid programs are described more fully in the Wake Forest University brochure, "Need-Based Financial Aid Information for Undergraduates," and in the federal publication, "The Student Guide," available upon request from the financial aid office and the U.S. Department of Education.

EXCHANGE SCHOLARSHIPS

The *German Exchange Scholarship*, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent, and who has junior standing by the end of the semester in which application is made, but who need not be a German

major. It provides 850 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 300 marks per month for rent. (Interested students should communicate with the chair of the Department of German.)

The *Spanish Exchange Scholarships* are available for study at the University of Burgos in Spain. They may be awarded to four students for one semester's study each or to two students for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Scholarships provide remission of fees and the cost of books, board, and accommodations. (Interested students should communicate with Professor Candelas Gala in the Department of Romance Languages.)

The *French Exchange Scholarship*, established with the University of Burgundy, France, is available to a graduating senior, who receives a two-semester graduate teaching assistantship at a lycée chosen by the French Ministry of Education. (Interested students should communicate with the chair of the Department of Romance Languages.)

LOANS

The *James W. Denmark Loan Fund*, originated in 1875 by James William Denmark of Dudley, N.C., is available to qualified students.

The *Hutchins Student Loan Fund*, originated by Robert W. Hutchins Jr. on behalf of himself and his late wife, Nancy D. Hutchins of Winston-Salem, is in honor of members of the Hutchins' family who have attended Wake Forest and is for the benefit of needy undergraduate students.

The *Grover and Addy Raby Loan Fund*, established in 1945 by J. G. Raby of Tarboro, N.C., in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The *Sidney G. Wallace Loan Fund*, created under the will of Mrs. Blanche Wallace, is used to assist undergraduate students. Preference is given to students studying in a Wake Forest-sponsored or approved overseas program.

CONCESSIONS

North Carolina Legislative Tuition Grants.

The North Carolina General Assembly provides an annual grant to all legal residents of North Carolina enrolled at Wake Forest. For 1999-2000, the grant was \$1,750 for the year.

To be eligible, a student must be enrolled for at least fourteen credits each semester (through October 1 in the fall and through the tenth day of classes in the spring). If the student is enrolled for only one semester, they may receive the grant for that semester, provided they meet the qualifications listed above. The student must be working toward their first bachelor's degree. Students in the five-year BS/MS in accounting program are eligible for the first four years of that program. Residency determinations are made in the Office of Student Financial Aid at Wake Forest; additionally, students must complete an NCLTG application annually. Students must return the application to the Office of Student Financial Aid by the first week of classes of their first semester of each academic year. This includes students studying abroad.

NCLTG forms are sent to all first-year students in the Financial Information and Billing Statement packet in the weeks

before enrollment. For continuing students, only those with permanent North Carolina addresses will receive the form in their Billing Statement packets. Students who believe they are eligible for the grant but do not receive a form may obtain one in the Office of Student Financial Aid. Such students may include children of military personnel with North Carolina residency status who live out of state, residents who live near the state line, or residents who have recently moved out of state.

The actual amount of the NCLTG is subject to an annual appropriation by the North Carolina General Assembly. Amounts listed on award letters are estimates only, and are subject to adjustment when the actual authorized grant is determined. The grant is credited to student accounts when the funds are received from the state, usually late in the fall and spring semesters. Students are responsible for any differences between the estimated and actual amounts.

The NCLTG is awarded without regard to need but must count as a grant resource in any aid decision based upon demonstrated need.

Ministerial students receive an \$800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an \$800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist International Missions Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North

Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

OTHER FINANCIAL AID

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the Department of Music, for the value of \$300. Interested students should communicate with the chair of the Department of Music.

The *Ministerial Aid Fund*, established in 1897 by the estate of J. A. Melke, is available to preministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. Interested students should communicate with the Office of Student Financial Aid.

Veterans' Benefits are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

OUTSIDE ASSISTANCE

Students who apply for financial aid from Wake Forest must advise the financial aid office if they receive any assistance from outside organizations, including but not limited to National Merit or Achievement Scholarships; College Scholarship Service-sponsored scholarships; local, state, and national scholarship and loan programs. This outside assistance will be considered when the financial aid award is calculated.



STUDENTS IN THE COLLEGE ARE ENCOURAGED TO APPLY TO SPECIAL PROGRAMS, BOTH ON AND OFF CAMPUS, WHICH COMPLEMENT THEIR ABILITIES AND INTERESTS. THESE INCLUDE THE PROGRAMS DESCRIBED BELOW AND THE SPECIAL DEGREES, MINORS, AND CONCENTRATIONS DESCRIBED ON PAGE 60 AND BEYOND.

HONORS STUDY

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the first, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary from one department to another.

OPEN CURRICULUM

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum, a limited number of students are selected by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the lower division is designed by the student and his or her adviser.

STUDY AT SALEM COLLEGE

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.



CENTER FOR INTERNATIONAL STUDIES

The Center for International Studies provides information on all programs in international studies. Students interested in studying abroad should visit the center for assistance and program information. Any student seeking credit for non-Wake Forest courses taken overseas for either the summer, semester, or year is required to schedule an appointment with the Center for International Studies before they apply to make sure their program is approved. Once the student is accepted, they need to pick up a course approval form from the center. For detailed information on study abroad in a non-Wake Forest program see page 59.

The center provides various information and services for the international students at Wake Forest. For guidance on INS policies and issues contact the center. The center also administers the international studies minor. For a full description of the minor see page 150.

INTERNATIONAL STUDENTS

International students can obtain information and assistance in the Center for International Studies.

RESIDENTIAL LANGUAGE CENTERS

For students prepared to speak German on a regular basis with other students studying the same language, the University offers residential language centers coordinated by the German and Russian department. Such students attend regular classes on the campus. Organized social and conversational programs are available.

FOREIGN AREA STUDIES

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 65 and the various listings under Courses of Instruction.

Opportunities for Study Abroad Wake Forest Programs

Austria (Vienna)

Each semester students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Faculty directors from a wide variety of departments lead groups of fourteen students and offer two courses in their respective disciplines. In addition, Viennese professors offer courses in the study of the German language (153) or literature (216), Austrian art and architecture, music, or history of Austria and Central Europe. Group excursions to central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Students selected for the Vienna program are

required to have completed Elementary German (111-112 or 113). Further information may be obtained from the Center for International Studies.

Benin (Cotonou)

Students wishing to study in Africa are invited to apply for the Wake Forest University program in Benin, West Africa. This four-credit course is designed for the study of the problems faced by African countries in the process of economic growth and development. Discussions focus on the examination of solutions to those problems. This is an approximately five-week summer program (occurring usually during the first summer session), which combines classroom instruction, field trips and homestay. The program is directed by Professor Sylvain H. Boko of the Department of Economics. Additional information may be obtained from Professor Boko or the Center for International Studies.

Cuba (Havana)

Students interested in an unusual study opportunity may apply for a six-week summer program in Cuba. Under the direction of Dr. Linda Howe (Department of Romance Languages), students take intensive courses in Spanish at the University of Havana. (Students need not major in Spanish, but one course beyond Spanish 213 or proficiency in the language is required.) Courses offered include Afro-Cuban Cultural Expression and Cuban Literature (alternate courses offered periodically). Students in Cuba also participate in a community project for internship credit in Spanish. Information may be obtained from Dr. Linda Howe by e-mail at howels@wfu.edu or by contacting the Center for International Studies.

Ecuador (Quito)

Students who wish to take either Spanish 113 or Spanish 153 in an immersion setting may apply for Wake Forest's summer program at the Pontificia Universidad Católica del Ecuador in Quito. This six-week program offers a ten-credit intensive course in Spanish language and the cultures of the Hispanic world. Students who have already taken Spanish 153 or any more advanced course in the language are ineligible for this program. Additional information may be obtained in the Department of Romance Languages.

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, Art 2320, *English Art, Hogarth to the Present*, and History 2260, *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates fifteen students. Further information may be obtained in the Center for International Studies.

Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693, *Venetian Renaissance Art*; Italian 2213, *Spoken Italian*; Italian 215, *Introduction to Italian Literature I*; Italian 216, *Introduction to Italian Literature II*; and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Additional information may be obtained in the Center for International Studies.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 219 or its equivalent or any French course above the intermediate level is required.)

Spain (Salamanca)

Students wishing to study in Spain may apply for a semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (Students need not major in Spanish, but Spanish 220 or its equivalent is required.)

China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Additional information may be obtained in the Center for International Studies.

Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall semester in Tokai University, outside Tokyo. Coursework focuses on Japanese language and culture: one course is taught by a Wake Forest professor; another course is taught by Japanese faculty members, in English, on various aspects of Japanese society; a third course is the Japanese language at the appropriate level. No prior knowledge of Japanese is required. Additional information may be obtained in the Center for International Studies.

Russia (Moscow)

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow State University each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

Study Abroad in Non-Wake Forest Programs

Students wishing to study abroad in a non-Wake Forest program must visit the Center for International Studies for assistance. The center maintains a sizable collection of material on a wide variety of overseas programs. All students planning to study in non-Wake Forest programs in other countries for a summer, a semester, or a year need to attend an international studies information session. The CIS staff is available for advising students about particular programs. *Before students apply*, they must obtain the approval of the program from the CIS. If the program is not approved, the student will not receive credit for the study

abroad program. Once a student is accepted, they are required to fill out a course approval form with the CIS. In no case may a student undertake study elsewhere without completing this process in advance to the satisfaction of the Center for International Studies, the registrar, and the academic departments which oversee the granting of credit for each course. A process exists so that normally students who successfully complete a fully approved course load during a semester in a non-Wake Forest program will receive sixteen credits. For more information, consult with the Center for International Studies.

Students may request to have scholarship and financial aid applied to approved non-Wake Forest programs. Additional information is available in the Center for International Studies and the Office of Student Financial Aid.

Requirements for Degrees



DEGREES OFFERED

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art history, studio art, chemistry, classical studies, communication, economics, English, French, German, Greek, history, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, or theatre. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and exercise science, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree is available with a major in education with a state teacher's certificate in science. The bachelor of science degree may be conferred in combined curricula in engineering, forestry and environmental studies, medical technology, and the physician assistant program.

The Wayne Calloway School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in business, analytical finance, information systems, or mathematical business; and offers a five-year program of study leading to a bachelor of science and a master of science degree

with a major in professional accountancy. (See page 235 of this bulletin.)

A student may receive only one bachelor's degree (either the bachelor of arts or the bachelor of science) from Wake Forest.

GENERAL REQUIREMENTS

Students in the College have considerable flexibility in planning their courses of study. Except for two semesters of required health and exercise science courses, only three specific courses are required: the writing seminar, one in a foreign language, and a first-year seminar. To complete pre-paration for more specialized work in a major field or fields, students select courses in each of five divisions of the undergraduate curriculum: (1) literature; (2) the natural sciences, mathematics, and computer science; (3) history, religion, and philosophy; (4) the social and behavioral sciences; and (5) the fine arts. Normally the basic and divisional requirements are completed in the first and sophomore years and the requirements in the major field or fields are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 144 credits. No more than sixteen credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-121 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. A cross-listed course may be taken one time for credit toward graduation, unless otherwise specified by the course description.

All students must earn a minimum cumulative 2.0 grade point average on all work attempted at all colleges and universities and on all work attempted in Wake Forest College and the Wayne Calloway School of Business and Accountancy. Of the 144 credits required for graduation, at least seventy-two must be completed in the undergraduate schools of Wake Forest University, including the work of the senior year (except for combined degree curricula). All financial obligations to the University must be discharged.

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, except in the case of major or minor requirements which are those in effect during the term in which a student begins taking courses after the declaration of a major or minor. If course work is not completed within six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

Seniors must submit an application for graduation in order for their records to be activated for certification. Information packets are mailed immediately prior to the beginning of the fall term to all students classified as seniors. Students who are not enrolled in the fall term, or who do not receive the packet but intend to graduate within the academic year, may request one from the Office of the Registrar.

BASIC REQUIREMENTS

All students must complete five required basic courses (unless exempted through procedures established by the departments concerned):

A first-year seminar
English 111 (writing seminar)

Foreign language (literature), one course from among the following:

French 213, 213H, 216, or the equivalent

Spanish 213, 213H, 217, 218, or the equivalent

Italian 215, 216, or the equivalent

German 215 or 216

Russian 215 or 216

Greek 211 or 212

Latin 211, 212, 216, or 218

Near Eastern Languages & Literature
211 or 212 (Hebrew)

Japanese 211

Chinese 211 or 212

Health and Exercise Science 100, 101

A note about the language placement procedures: All students new to Wake Forest with some high school language courses must take the placement exam to determine their language placement or, in the case of students with Advanced Placement scores of four or above (in language or literature), to register their AP scores and discuss their options. Students will not receive credit for a class at a lower level than that at which they placed on the placement exam, unless they a) register for the class in which they placed; b) attend a few class meetings; c) consult with their professor; d) and then successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course.

DIVISIONAL REQUIREMENTS

All students must complete courses as specified below in each of the five divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum):

Division I. Literature (two courses; no more than one course from any one of the three groups)

1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the course used for the basic requirement)
 - Classical languages
 - Greek 211, 212, 231, 241, or 242
 - Latin 211, 212, 216, 218, 221, 225, or 226
 - German 215 or 216
 - Chinese 211 or 212
 - Near Eastern Languages & Literature 211 or 212 (Hebrew)
 - Japanese 211
 - Romance languages (French, Italian, or Spanish) literature
 - Russian 215 or 216
 - In English translation:
 - Classics 255, 261, 263, or 264
 - Humanities 213, 214, 215, 216, 217, 218, 219, 221, or 222

Division II. The Natural Sciences, Mathematics, and Computer Science (three courses, selected from two of the four groups)

1. Biology 111, 112, 113 (if one course, 111 is strongly recommended; if two courses, 111 is strongly recommended as one of the courses.)
2. Chemistry 108, 111 (with 111L), 116 (with 116L), 120* (unless advanced preparation indicates a higher course); if one course, 108, 111 (with 111L), or 120; if two courses, 111 (with 111L), and 116 (with 116L), or 111 (with 111L), and 120*
3. Physics 109, 110, 113, 114, 120*

4. Mathematics 106, 109, 111, 112, 117, Computer Science 111

* *Credit not allowed for both Chemistry 120 and Physics 120.*

Division III. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101, 102, 103, or 104
2. Religion 101, 102, or 103
3. Philosophy 111

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one group)

1. Anthropology 111, 112, 113, or 114
2. Economics 150
3. Politics 113, 114, 115, or 116
4. Psychology 151
5. Sociology 151, 152, 153, or 154

Division V. The Fine Arts (one course)

1. Art 103, 104, or 111
2. Music 101, 109, 181, or 182
3. Theatre 110 or 112
4. Dance 202

REQUIREMENT IN HEALTH AND EXERCISE SCIENCE

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case before the end of the second year.

PROFICIENCY IN THE USE OF ENGLISH

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* with the

grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is evaluated during the orientation period each term, and students whose writing is deficient are given a *composition condition*.

A student who has been assigned a *cc* will receive a "Not Reported" for the course. The student will have one semester (understood to be the next semester for which she or he is officially enrolled) in which to work in the Writing Center, revising the course work to the instructor's satisfaction. Should the student fail to work in the Writing Center, or fail to revise the work to the instructor's satisfaction during the semester of his or her next enrollment, the grade will become an F unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean's office for an additional semester of work to remove the "NR.") Removal of the deficiency is prerequisite to graduation.

BASIC AND DIVISIONAL REQUIREMENTS

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the first two years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

DECLARING A MAJOR

To enter upon a major, a student should have earned at least sixty-five credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year, each student who will have acquired the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she will begin the fifth semester without attaining sixty-five credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business, analytical finance, information systems, mathematical business, or the five-year accounting program, should make application to the Wayne Calloway School of Business and Accountancy. (See page 232 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee

the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the written approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

The following fields of study are recognized for the major: accounting, analytical finance, anthropology, art history, studio art, biology, business, chemistry, classical studies, communication, computer science, economics, education, English, French, German, Greek, health and exercise science, history, information systems, Latin, mathematical business, mathematical economics, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, and theatre.

MAXIMUM NUMBER OF COURSES IN A DEPARTMENT

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study or more.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 111; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

OPTIONS FOR MEETING MAJOR REQUIREMENTS

For purposes of satisfying graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a single major and a double minor, (5) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

DOUBLE MAJORS AND JOINT MAJORS

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. A student may *not* use the same course to meet requirements in both of the majors. The student must designate one of the two fields as the primary major, which appears first on the student's record. Only one undergraduate degree will be awarded, even if the student completes two majors.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies, mathematical business, and mathematical economics.

MINORS

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art history, studio art, astrophysics, biology, chemistry, communication, computer

science, dance, economics, educational studies, professional education, English, French language and culture, French literature, German, Greek, history, information systems, Italian, journalism, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, and theatre, or from the interdisciplinary minors listed below.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

INTERDISCIPLINARY MINORS

Interdisciplinary minors are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered:

American Ethnic Studies (*p69*)
Asian Studies (*p78*)
Cultural Resource Preservation (*p101*)
Early Christian Studies (*p102*)
Environmental Studies (*p124*)
Health Policy and Administration (*p134*)
Humanities (*p143*)
International Studies (*p150*)
Latin American Studies (*p153*)
Linguistics (*p155*)
Medieval Studies (*p162*)
Neuroscience (*p172*)
Russian and East European Studies (*p212*)
Urban Studies (*p223*)
Women's Studies (*p223*)

FOREIGN AREA STUDIES

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is

chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students; students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year. Questions also may be directed to the Center for International Studies.

Foreign area studies are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered:

East Asian Studies (*p105*)
German Studies (*p129*)
Italian Studies (*p151*)
Spanish Studies (*p217*)

SENIOR TESTING

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

COMBINED DEGREES IN MEDICAL TECHNOLOGY

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the

Wake Forest School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and exercise science requirement; Biology 111, 112, 113, 214 (three courses or equivalents); Biology 326; Chemistry 111/111L, 116/116L, 221/221L, and 222/222L; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the first year for further information.)

DEGREES IN THE PHYSICIAN ASSISTANT PROGRAM

Wake Forest students may apply for entry into the Physician Assistant Program in either of two ways:

A. The degree in the Physician Assistant Program, a combined 3+2 program, open to no more than two students a year

No more than two students a year may qualify for the bachelor of science degree in the Physician Assistant Program by completing three years (108 credits) in the College with a minimum average grade level of C, and by satisfactory completion of the full twenty-four-month course in the Physician Assistant Program offered by the Division of Allied Health Programs of the Wake Forest University School of Medicine. This 3+2 contract program requires that at least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, the health and exercise science requirement, and at least four courses in biology (including one year in anatomy-physiology or one semester each of anatomy and physiology, and in microbiology). At least four courses in the social sciences (including sociology, psychology, and economics), a course in statistics, and three or four courses in chemistry are recommended. Applicants to the program must have a minimum of six months of clinical experience in patient care services. Interested students should consult the health professions adviser during the first year for further information.

B. Certificate of Completion, for regularly-graduating four-year students

Students intending to graduate regularly must apply no later than January 1 of the senior year. They must have completed two courses in general biology, two courses in general chemistry, and one full year of anatomy and physiology (or one semester each of anatomy and physiology). One course in microbiology is strongly recommended. Applicants must have one thousand hours of clinical experience in patient care services. Interested students

should consult the health professions adviser for further information.

DEGREES IN ENGINEERING

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include all the basic and divisional requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as Mathematics 111, 112, 251, 301, 302, and 304; Physics 113, 114, 141, 162, 165, and 166; Chemistry 111, 111L, 116, and 116L; and Economics 150.

These electives are chosen in consultation with the chair of the Department of Physics.

DEGREES IN FORESTRY AND ENVIRONMENTAL STUDIES

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.

FIVE-YEAR COOPERATIVE DEGREE PROGRAM IN LATIN AMERICAN STUDIES

Wake Forest and Georgetown universities have instituted a Five-Year Cooperative Degree Program in Latin American Studies. Under this program, undergraduate students who minor in Latin American Studies may apply to have a limited number of credits from their undergraduate work count toward a master's degree in Latin American Studies at Georgetown University in Washington, D.C. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose application is accepted may complete both their BA and MA degrees in a five-year period. To apply for the combined BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year. The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of politics.

COURSES OF INSTRUCTION



PLANS OF STUDY, COURSE DESCRIPTIONS, AND THE IDENTIFICATION OF INSTRUCTORS APPLY TO THE ACADEMIC YEAR 1999-2000 UNLESS OTHERWISE NOTED, AND REFLECT OFFICIAL FACULTY ACTION THROUGH MARCH 17, 2000.

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE PROGRAMS OF STUDY, ACADEMIC REQUIREMENTS, ASSIGNMENT OF LECTURERS, OR THE ANNOUNCED CALENDAR. THE COURSES LISTED IN THIS BULLETIN ARE NOT NECESSARILY TAUGHT EVERY YEAR; THEIR AVAILABILITY IS A FUNCTION OF BOTH STAFFING CONSTRAINTS AND STUDENT DEMAND. WHILE NO GUARANTEES ABOUT FUTURE SCHEDULING CAN BE MADE, STUDENTS ARE ENCOURAGED TO ALERT THEIR ADVISERS AND DEPARTMENT HEADS TO THEIR NEEDS AND DESIRES AS SOON AS THEY CAN BE FORESEEN. FOR AN EXACT LIST OF COURSES OFFERED IN EACH PARTICULAR SEMESTER AND SUMMER, STUDENTS CONSULT THE COURSE SCHEDULES ISSUED BY THE OFFICE OF THE REGISTRAR DURING THE PRECEDING TERM.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

American Ethnic Studies

(Interdisciplinary Minor)

Earl Smith (Sociology), Director

The interdisciplinary minor in American ethnic studies requires twenty-four credits. The student must take American Ethnic Studies 151, *Introduction to American Ethnic Studies*, during the second or third year at Wake Forest, and American Ethnic Studies 300, *Research in American Ethnic Studies*. At least one additional four-credit course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

151. Introduction to American Ethnic Studies. (4) A systematic survey of American ethnicity. An interdisciplinary approach to the examination of multiethnic America.

232. The American Jewish Experience. (4) An interdisciplinary course exploring Jewish immigration to America with a primary focus on the nineteenth and twentieth centuries.

234. Ethnicity and Immigration. (4) An exploration of the socio-historical dynamics of the peopling of America in the nineteenth and twentieth centuries.

300. Research in American Ethnic Studies. (4) Survey of multidisciplinary methodologies used to study American ethnicity. Supervised research projects required.

Other courses may be chosen from a list on file in the office of the director of the program.

Anthropology

Jeanne M. Simonelli, Chair

Professors Jay R. Kaplan, Jeanne M. Simonelli, Stanton K. Tefft,

David S. Weaver, J. Ned Woodall

Director/Curator, Museum of Anthropology/Associate Professor Mary Jane Berman

Adjunct Associate Professor Sara A. Quandt

Adjunct Assistant Professor Steven Folmar

Adjunct Instructor Beverly H. Hancock

A major in anthropology requires a minimum of forty credits and must include Anthropology 111, 112, 113, 114, 340, 390, and one course from each of the following three groups: **Methods** 353, 354, 378, 380, 381, 382, 383, 384, 387; **Subfield Topics** 305, 315, 332, 336, 337, 339, 342, 361, 362, 363, 366, 368, 370; **Area** 313, 330, 358, 373, 374, 376, 377.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 353, 354, 383, 384 may be used to meet major requirements.

A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 111, 112, 113, 114. Only one course (excluding Anthropology 111, 112, 113, 114) can be taken under the pass/fail grading option and used to meet minor requirements. *Only four credits* from Anthropology 398, 399 may be used toward the minor. *Only four credits* from Anthropology 353, 354, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation “Honors in Anthropology,” highly qualified majors (3.5 grade point average in anthropology) should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

111. Peoples and Cultures of the World. (4) A representative ethnographic survey of world cultures, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies.

112. Introduction to Archeology. (4) An overview of world prehistory, from the earliest stone tools to the appearance of civilization, with an emphasis on the relationship between culture change and the natural environment.

113. Introduction to Biological Anthropology. (4) Introduction to biological anthropology, including human biology, human variation, human genetics, human evolution, and primatology.

114. Introduction to Cultural Anthropology. (4) Investigates and interprets the historic cultural diversity of the world's peoples, through an understanding of economic, social, and political systems; law and order, ritual, symbol, and religion; language and culture; kinship and the family; and modernization and culture change.

305. Museum Anthropology. (4) Examines the historical, social, and ideological forces shaping the development of museums. Emphasizes the history of anthropology, the formation of anthropological collections, representation, and the intellectual and social challenges facing museums today. P—Anthropology 111 or 112 or 114 or 201 or 203 or permission of instructor.

313. Tradition, Continuity, and Struggle: Mexico and Central America. (4) Acquaints students with the lives and struggles of indigenous and non-indigenous people of Mexico and neighboring countries, with special focus on the Maya. The class will include study of contemporary and prehispanic traditions, including Mayan cosmology, language, art and architecture, issues of contact during Spanish colonization, and current political, economic, health, and social issues affecting these areas today.

315. Material Culture Studies. (4) Explores the social and cultural roles of objects through the study of materials, technology, economy, context, and meaning. P—Anthropology 111 or 112 or 114 or 201 or 203 or permission of instructor.

330. Seeing World Cultures. (4) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the

effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films. P—Anthropology 101 or 111 or 112 or 113 or 114 or permission of instructor.

332. Anthropology of Gender. (4) Focuses on the difference between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section one, topics include evolution and biological development, sexuality and reproduction, parenting, and life cycle changes. The second section takes students to diverse locations, including Africa, South Dakota, China, India, and the Amazon for a cross-cultural comparison examining roles, responsibilities, and expectations, and how these interact with related issues of class and race.

336. Myth, Ritual, and Symbolism. (4) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. P—Anthropology 101 or 111 or 112 or 113 or 114 or permission of instructor.

337. Economic Anthropology. (4) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P—Anthropology 101 or 111 or 112 or 113 or 114 or permission of instructor.

339. Culture and Nature. (2) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

340. Anthropological Theory. (4) A study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 201 and 202 and 203 or 112 and 113 and 114 or permission of instructor.

342. Applied Anthropology. (4) Seminar exploring the ways anthropological concepts and data contribute to understanding and solving contemporary problems facing human populations everywhere. Emphasis will be on change and conflict situations in developing areas, but problems encountered by urban and industrialized cultures also are considered. P—Anthropology 111 or 114 or 203 or permission of instructor

353/354. Field Research. (4,4) Issues-based field program providing students with a critical understanding of the historical, social, political-economic, and environmental conditions that have shaped the lives of the people of the Greater Southwest, with special attention to the Native American and Latino/a experience. The program moves from the Mexican border region through New Mexico and Arizona, focusing on border issues, archaeology and prehispanic history, and contemporary Native American culture. Students camp, hike, and learn to use digital technology in the field. Specific sites may vary from year to year. P—Permission of instructor.

358. The American Indian. (2) Ethnology and prehistory of the American Indian. P—Anthropology 101 or 111 or 112 or 113 or 114.

- 361. Evolution of Human Behavior.** (4) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.
- 362. Medical Anthropology.** (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 101 or 111 or 112 or 113 or 114 or permission of instructor.
- 363. Primate Behavior and Biology.** (4) Examines the evolution and adaptations of the order primates. Considers the different ways that ecology and evolution shape social behavior. A special emphasis on the lifeways of monkeys and apes.
- 366. Human Evolution.** (4) The paleontological evidence for early human evolution, with an emphasis on the first 5 million years of bio-cultural evolution. P—Anthropology 113 or 202 or permission of instructor.
- 368. Human Osteology.** (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications.
- 370. Old World Prehistory.** (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 112 or 201 or permission of instructor.
- 373. Southwestern Archeology.** (2) Prehistoric cultural development of the Mogollon, Hohokam, Anasazi, and associated groups. Topics include environment, early peopling of the Southwest, ceramic and architectural traditions, origins of agriculture, rise of social complexity, and abandonment.
- 374. Prehistory of North America.** (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 112 or 201 or permission of instructor.
- 376. Archeology of the Southeastern United States.** (2) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—Anthropology 101 or 111 or 112 or 113 or 114.
- 377. People and Cultures of the Southwest.** (2) Survey of the major Native American cultures with emphasis on their history, contemporary ecology, economics, social, political, and religious organizations, artistic expression, and interaction and shared histories with Hispanic, Anglo, and other ethnic groups.
- 378. Conservation Archeology.** (2) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.
- 380. Anthropological Statistics.** (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, or Mathematics 109.)
- 381, 382. Archeological Research.** (4,4) The recovery of anthropological data through archeological fieldwork. Students will learn archeological survey, mapping, excavation,

recording techniques and artifact and ecofact recovery and analysis. P—Anthropology 101 or 111 or 112 or 113 or 114 and permission of instructor.

383, 384. Field Research in Cultural Anthropology. (4,4) Training in techniques for the study of foreign cultures, carried out in the field. P—Anthropology 101 or 111 or 112 or 113 or 114 and permission of instructor.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest.

387. Ethnographic Research Methods. (4) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis. P—Anthropology 111 or 114 or 203.

390. Student-Faculty Seminar. (4) A review of contemporary problems in the fields of archeology, and biological and cultural anthropology. P—Junior standing or permission of instructor.

398, 399. Individual Study. (1,2,3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—Permission of instructor.

Art

Margaret S. Smith, Chair, Wake Forest Professor

Charlotte C. Weber Professor of Art, David M. Lubin

Reynolds Professor Terisio Pignatti (Venice)

Professors Robert Knott, Margaret S. Smith

Associate Professors Bernadine Barnes, David L. Faber,

Page H. Laughlin, Harry B. Titus Jr.

Assistant Professors David Finn, John R. Pickel

Visiting Instructor Alix Hitchcock

Lecturers Brian Allen (London), Maria A. Chiari (Venice),

Beatrice Ottersböck (Vienna), Katie Scott (London)

Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, and sculpture. A visiting artist program and varied exhibitions in the gallery of the Scales Fine Arts Center, as well as internships in local cultural organizations, supplement the regular academic program of the department.

The department offers two fields of study, art history and studio art. A major in art history requires forty credits in the department. Thirty-two credits are to be in art history, and eight credits are to be in studio art. A major in studio art requires forty credits in the department. Thirty-two credits are to be in studio art, and eight credits are to be in art history.

A minor in art history requires twenty credits in the department, sixteen in art history and four in studio art. A minor in studio art requires twenty credits in the department,

sixteen in studio art and four in art history. Students may major in one field and minor in the other within a limit of fifty-six credits.

Any student interested in majoring or minoring in art should consult the chair of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

ART HISTORY

103. History of Western Art. (4) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division V requirement.

104. Topics in World Art. (4) An examination of the visual arts in selected world cultures, with discussions of technique, style, methodology, and terms. Topics may include one or more of the following: the arts of China, Japan, India, Africa, Islamic cultures, or the indigenous cultures of the Americas. Satisfies the Division V requirement.

231. American Visual Arts. (4) American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media.

233. American Architecture. (4) A discussion-based course focusing on American architecture from 1650 to the present.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

244. Greek Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (4) A survey of Etruscan and Roman architecture, painting, and sculpture.

251. Women and Art. (4) A historical examination of the changing image of women in art and the role of women artists.

252. Romanesque Art. (4) Art and architecture from the Carolingian Renaissance through the twelfth century.

253. The Gothic Cathedral. (4) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

254. Luxury Arts in the Middle Ages. (4) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course.

- 258. The History of Prints.** (4) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention will be given to the function of prints in society. Student research will focus on prints in the University Print Collection.
- 259. The History of Photography.** (4) A historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium's cultural and artistic reception.
- 260. Classics of the Sound Cinema.** (4) Selected masterpieces of world cinema (1930-1960). Particular emphasis is placed on developing skills for viewing films as a form of visual art.
- 268. Italian Renaissance Art.** (4) The development of the art and architecture in Italy, from around 1300 to the late sixteenth century.
- 270. Northern Renaissance Art.** (4) A survey of painting, sculpture, and printmaking in Northern Europe from the mid-fourteenth century through the sixteenth century.
- 271. Studies in French Art.** (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*
- 272. Baroque Art.** (4) A survey of European painting and sculpture from 1600 to 1700.
- 275. History of Landscape Architecture.** (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.
- 281. Nineteenth Century Art.** (4) A survey of European and American art from the French Revolution to 1900, emphasizing the major movements from Romanticism to Impressionism and post-Impressionism.
- 282. Twentieth Century Art.** (4) A survey of European and American painting and sculpture from 1900 to the present.
- 283. Impressionism.** (4) A study of Impressionism and post-Impressionism with an emphasis on stylistic innovations and the social and cultural context in which they were produced.
- 284. Contemporary American Art.** (4) An intensive study of American painting and sculpture from 1950 to the present.
- 288. Modern Architecture.** (4) A survey of European and American architecture from 1900 to the present.
- 290. Issues in Art History.** (4) A discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline.
- 291. Individual Study.** (4) A course of independent study with faculty guidance.
- 292. Individual Study.** (4) A course of independent study with faculty guidance.
- 293. Practicum.** (4) Internships in local cultural organizations, to be arranged by the art department. Pass/fail.

296. Art History Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. Ancient Art

b. Medieval Art

c. Renaissance Art

d. Baroque Art

e. Modern Art

f. Contemporary Art

g. American Art

h. Modern Architecture

i. American Architecture

j. Special Topics

298. Seminar: Signs of the Century. (4) Form and meaning in popular visual imagery of twentieth century America. Emphasizes discussion of the students' semester-long research projects.

299. International Studies in Art. (4) Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. *Offered in the summer.*

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

2767. Austrian Art and Architecture. (4) A study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. *Offered in Vienna.*

STUDIO ART*

111. Introduction to Studio Art Fundamentals. (4) Students are introduced to basic elements of two-dimensional and three-dimensional fine art through hands-on experimentation and critical thinking. Six class hours per week. Satisfies the Division V requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic medium.

114. Introduction to Digital Media. (4) An introduction to basic concepts in computer generated art. No previous experience with computers required. Art 111 recommended as a prerequisite.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multi-media, with emphasis on contemporary concepts.

117. Introduction to Printmaking. (4) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen.

119. Introduction to Photography. (4) An introduction to photography as an expressive medium, including basic camera, darkroom techniques, and digital imagery. Preference to art majors. Not open to students who have had Sociology 205.

*Prerequisites may be waived with permission of instructor.

- 211. Intermediate Drawing.** (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week.
- 212. Intermediate Painting.** (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.
- 214. Intermediate Digital Art.** (4) Intermediate computer-based and analog imaging techniques emphasizing multimedia through Web page design, interactivity, hypertext and digital video. Topics include conventional darkroom-based photography, motion pictures, and digital art. P—Art 114 or 119.
- 215. Intermediate Sculpture.** (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.
- 217. Intermediate Printmaking.** (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.
- 218. Figure Drawing.** (4) An introduction to figure drawing.
- 219. Intermediate Photography.** (4) Continuation of Art 119, with emphasis on idea development. P—Art 119 or permission of instructor.
- 221. Advanced Drawing.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.
- 222. Advanced Painting.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.
- 224. Advanced Digital Art.** (4) Semester-long digital projects working with faculty, staff, and fellow students to create Web pages, interactive CD-ROMS, digital portfolios, and independent digital art and analog photography projects. Semester could also include internships within the University and in the community. P—Art 214.
- 225. Advanced Sculpture.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.
- 227. Advanced Printmaking.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.
- 229. Advanced Photography.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 219.
- 290. Printmaking Workshop.** (4) A workshop course exploring relief, intaglio, lithography, and monotype techniques, open to students at any skill level. *Offered in the summer.*
- 295. Studio Seminar.** (2,4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Asian Studies

(Interdisciplinary Minor)
Charles H. Kennedy (Politics), Coordinator

The minor in Asian Studies consists of a total of twenty-four credits which students must select from an approved list of courses on file with the coordinator and listed below. Candidates for the minor are required to take these courses from at least three different departments and/or programs. While some study of an Asian language is strongly recommended, it is not required.⁵ Although students may repeat Asian Studies 381, *Independent Research in Asian Studies* (2-4) for credit, only four of these credits can apply toward completion of the Asian Studies minor.

Appropriate credit in various fields of Asian Studies also may be obtained by study in China through the SASASAAS/Wake Forest Program or in Japan through the Wake Forest/Tokai University Program, or through other Wake Forest approved courses of study in Asia. Students intending to minor in Asian Studies should consult the coordinator, preferably in their sophomore year. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

311. Special Topics in Asian Studies. (2-4) An intensive survey of one or more important issues in Asian Studies not included in the regular course offerings.

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit.

Art	104. Topics in World Art (when focus is on Asia). (4)
Chinese Lang. & Liter.	111, 112. Elementary Chinese. (5,5) 151, 152. Intermediate Chinese. (5,5) 199. Individual Study. (1-4) 211. Wen-xue: Introduction to Literature Written in Chinese. (4)
Communication	351. Comparative Communication. (2,4) (a) Japan
History	341. History of Women in Modern Asia. (4) 343. Imperial China. (4) 344. Modern China. (4) 346. Japan before 1600. (4) 347. Japan since World War II. (4) 348. Japan since 1600. (4)
Humanities	170. Understanding Japan. (4) 219. Introduction to Japanese Literature. (4) 221. Introduction to Chinese Literature. (4) 251. The Asian American Experience: Literature and Personal Narrative. (4) 347. Women Writers in Japanese Culture. (4)

	348. Chinese Revolutionary Literature to 1948. (2)
	349. Chinese Liberation Literature since 1948. (2)
	350. Modern Chinese Literature. (4)
International	210. Japanese and American Culture: A Cross-Cultural Studies Comparison. (4)
Japanese Lang. & Liter.	111, 112. Elementary Japanese. (5,5) 151, 152. Intermediate Japanese. (5,5) 199. Individual Study. (1-4) 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4) 220. Advanced Conversation. (4) 230. Advanced Japanese I. (4) 231. Advanced Japanese II. (4)
Linguistics	231. Language and Gender in Japanese Culture. (4) (Also listed as Women's Studies 231.)
Philosophy	253. The Main Streams of Chinese Philosophy and Religion. (4) (Also listed as Religion 380.)
Politics	246. Politics and Policies in South Asia. (4) 247. Islam and Politics. (4) 248. Government and Politics of China. (4) 249. Government and Politics of Japan. (4) 259. The Arab-Israeli Conflict. (4) 260. East Asian International Relations. (4)
Religion	361. Buddhism. (4) 362. Islam. (4) 380. The Main Streams of Chinese Philosophy and Religion. (4)
Women's Studies	231. Language and Gender in Japanese Culture. (4) (Also listed as Linguistics 231.)

Biology

Herman E. Eure, Chair

Babcock Chair of Botany William K. Smith

Wake Forest Professors Gerald W. Esch, Raymond E. Kuhn

Professors Carole L. Browne, Robert A. Browne, William E. Conner,

Ronald V. Dimock Jr., Herman E. Eure, Hugo C. Lane, Peter D. Weigl

Associate Professors David J. Anderson, James F. Curran, Kathleen A. Kron,

Gloria K. Muday, Wayne L. Silver

Assistant Professors Miriam A. Ashley-Ross, Miles R. Silman,

Brian W. Tague, Clifford W. Zeyl

Adjunct Professors J. Whitfield Gibbons, Terry C. Hazen

Adjunct Assistant Professor and Director of Imaging Facility Jennifer C. Waters

Visiting Assistant Professors A. Daniel Johnson, Pat C. W. Lord

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 112, 113, and 214, and at least three 300-level five-credit biology courses. Co-major requirements are Chemistry 111, 111L, 116, 116L, and two additional physical science courses with labs.

For students declaring majors in the spring, the requirements for a major are a minimum of forty-one credits in biology. A minimum grade point average of C on all courses attempted in biology at Wake Forest University is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.)

A minor in biology requires twenty credits. Courses taken pass/fail cannot count toward a minor. A minimum overall grade point average of C must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to select either Biology 112 or 113 as their first course in biology. Most prospective majors also should take Chemistry 111, 111L and 116, 116L in their first year; the majority continue with two additional physical sciences with labs as sophomores.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum grade point average of 3.0 in all courses and a 3.3 in his/her biology courses. In addition, the student must submit an honors paper (written in the form of a scientific paper) describing the research which must be defended before his/her advisory committee. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental undergraduate studies committee.

Most 300-level courses have the 112, 113, 214 series as prerequisites. Any exceptions to the stated prerequisites must be approved by the chair of the department. Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy divisional requirements.

111. Biological Principles. (5) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Course may count for major credit in biology, but is intended for students with little or no previous experience in biology. Lab—three hours.

112. Comparative Physiology. (5) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

214. Cellular and Molecular Biology. (5) An introduction to the principles and processes of cellular and molecular biology including molecular organization of cellular structures, regulation of cellular functions, energetics and metabolism, molecular nature of the genome and the regulation of gene expression. Lab—three hours. P—Chemistry 111, 111L, and 116, 116L.

301-306. Topics in Biology. (1-5) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

307. Biophysics. (4) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods will be emphasized. P—Physics 113, 114, Biology 112, 113, and 214 or permission of instructor

311. Genetics. (4) A lecture course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. Students may not receive credit for both Biology 311 and Biology 312. P—Biology 112, 113, and 214.

312. Genetics. (5) A lecture and lab course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. The lab will include projects involving classical and current techniques of genetic investigation. Students may not receive credit for both Biology 311 and Biology 312. Lab—three hours. P—Biology 112, 113, and 214.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution. P—Biology 112, 113, and 214.

315. Population Genetics. (4) A study of the amount of distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. The lecture will present both an introduction to theoretical studies, and discussion of molecular and phenotypic variation in natural populations. P—Biology 112, 113, and 214.

317. Plant Physiology and Development. (5) A lecture and laboratory course examining the structure, growth, development, and physiological processes of higher plants. The lab will utilize structured experiments and an independently designed research project. Lab—three hours. P—Biology 112, 113, and 214.

320. Comparative Anatomy. (5) A study of the vertebrate body from an evolutionary, functional, and developmental perspective. Laboratories emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—three hours. P—Biology 112, 113, and 214.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—Biology 112, 113, 214.

322. Biomechanics. (5) An analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. Lab—three hours. P—Biology 112, 113, and 214.

323. Animal Behavior. (5) A survey of laboratory and field research on animal behavior. Lab—three hours. P—Biology 112, 113 and 214.

326. Microbiology. (5) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Covered special topics include microbial ecology, industrial microbiology, and medical microbiology. The lab emphasizes microbial diversity through characterizations of isolates from nature. P—Biology 112, 113, and 214.

331. Invertebrates. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—Biology 112, 113, and 214.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—Biology 112, 113, and 214.

335. Insect Biology. (5) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—Biology 112, 113, and 214.

335S. Insect Biology. (5) A five-week course taught during the summer at the Archbold Biological Station in Central Florida. A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Fieldtrips include Lake Okeechobee and the Big Cypress Swamp. P—Biology 112, 113, and 214.

338. Plant Systematics. (5) A study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of

identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis. P—Biology 112, 113, and 214.

339. Principles of Biosystematics. (5) An exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data, and cladistic biogeography. Lab—three hours. P—Biology 112, 113, and 214.

340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—Biology 112, 113, and 214.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—Biology 112, 113, and 214.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—Biology 112, 113, and 214.

344. Ecological and Evolutionary Genetics. (4) Principles of genetics in the context of ecological and evolutionary studies, including micro- and macro-evolutionary processes. P—Biology 112, 113, and 214. Permission of instructor.

345. Neurobiology. (4) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. P—Biology 112, 113, and 214.

346. Neurobiology. (5) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—Permission of instructor.

347. Physiological Plant Ecology. (4) A course designed to provide a fundamental understanding of how different plants have adapted to the stresses of their respective habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. Mechanisms of evolution, as well as future impacts of global change (elevated CO₂ and global warming) on plant ecology will be explored. P—Biology 112, 113, and 214.

348. Physiological Plant Ecology Laboratory. (1) A weekly, three-hour lab designed to introduce students to the broad array of portable field instrumentation now available in this research area. Instruments for measuring photosynthesis, respiration, water relations, and plant microclimate at remote field locations (e.g. mountaintops). Gas exchange and micrometeorological instrumentation, data logging and analysis, and natural (stable) isotope analysis will be included. P—Biology 112, 113, and 214. This course paired with Biology 347 may satisfy one of the three, 300-level, five-credit courses required for the major.

- 350. Biological Resources and the Environment.** (4) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources will be examined. P—Biology 112, 113, and 214, or permission of instructor.
- 351. Vertebrate Physiology.** (5) A lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—Biology 112, 113, and 214.
- 354. Vertebrate Endocrinology.** (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—Biology 112, 113, and 214.
- 355. Avian Biology.** (5) A lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—Biology 112, 113, and 214.
- 360. Development.** (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—Biology 112, 113, and 214.
- 362. Immunology.** (4) A study of the components and protective mechanisms of the immune system. P—Biology 112, 113, and 214.
- 363. Sensory Biology.** (4) A lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both Biology 363 and 364. P—Biology 112, 113, and 214.
- 364. Sensory Biology.** (5) A lecture and laboratory course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for both Biology 363 and 364. P—Biology 112, 113, and 214.
- 365. Biology of the Cell.** (5) A lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication, and the control of cell division. The text for this course consists of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. The laboratory introduces basic techniques in cell biology and leads to an independent project. Lab—three hours. P—Biology 112, 113, and 214.
- 366. Human Evolution.** (4) Investigation of primate and human evolution, both in anatomy and in behavior. (May count as either biology or anthropology but not both; choice to be made at registration.) P—Permission of instructor.
- 370. Biochemistry.** (4) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics will include structure, function, and biosynthesis of biological molecules, analysis of

enzyme function and activity, and regulation of metabolic pathways. P—Biology 112, 113, and 214.

371. Biochemistry Laboratory. (1) The laboratory emphasizes approaches to isolation and analysis of both proteins and nucleic acids. Lab—three hours. P—Biology 112, 113, and 214. P— or C—Biology 370. This course, paired with Biology 370, may be used as one of the three 300-level five-credit courses required for the major.

372. Molecular Biology. (5) An analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis is placed on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. The laboratory focuses on modern techniques of recombinant DNA analysis. Lab—three hours. P—Biology 112, 113, and 214.

375. Microscopy for Biological Sciences. (5) Methods in light and electron microscopy including specimen preparation, image generation and recording. Students learn the basic techniques of photography (developing and printing), fixation and sectioning of specimens, and video-enhanced, computer-generated imaging as well as image and motion analysis. Lab—three hours. P—Biology 112, 113, and 214.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—Biology 112, 113, and 214.

377. Community Ecology. (5) An advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Lab includes local field trips and discussion of the primary literature. Several weekend field trips. Lab—three hours. P—Biology 112, 113, and 214.

379. Molecular Techniques in Evolution and Systematics. (5) A lecture and laboratory course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Laboratories focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analyses, gene amplification, PCR (polymerase chain reaction), direct and/or cycle sequencing, and RAPDs (randomly amplified polymorphic DNAs). Lab—three hours. P—Biology 112, 113, and 214.

380. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. May count as biology or anthropology but not both; choice to be made at registration. (A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, or Mathematics 109.) P—Biology 112, 113, and 214.

381. Biostatistics Laboratory. (1) Application of computer-based statistical software. P—Biology 112, 113, and 214. P— or C—Biology 380. This course, paired with Biology 380, may not be used to satisfy one of the three 300-level five-credit courses required for the major.

391, 392. Research in Biology. (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/fail or for grade at discretion of the instructor.* P—Permission of instructor.

393, 394. **Research in Biology.** (2,2) Courses designed for students who wish to continue research projects beyond Biology 391 and 392. Pass/fail optional. Not to be counted toward major.* P—Permission of instructor.

395S. **Marine Models in Biological Research.** (6) An eight-week course that is taught at the Marine Biology Laboratory in Woods Hole, Mass. Students attend lectures and seminars in areas of cell and developmental biology and marine ecology. Each student is guided in a research project selected from the area of expertise of participating faculty and which takes advantage of the special facilities of the MBL, such as confocal microscopy and intracellular Ca⁺⁺ imaging. P—Biology 112, 113, and 214.

396. **Biomedical Ethics.** (4) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research, and current controversies in health care and medical practice. P—Biology 112, 113, and 214.

397. **Seminar in Biology.** (2-4) Consideration of major biological topics through intensive reading and discussions. P—Biology 112, 113, and 214.

*The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order.

Chemistry

Bradley T. Jones, Chair

Wake Forest Professors Roger A. Hegstrom, Willie L. Hinze, Mark E. Welker

Professors Dilip K. Kondepudi, Gordon A. Melson,

Ronald E. Noffle, Robert L. Swofford

Associate Professors Bradley T. Jones, Abdessadek Lachgar

Assistant Professors Ulrich Bierbach, Christa L. Colyer, Steven C. Haefner,

S. Bruce King, Richard A. Manderville

Senior Lecturer Angela Glisan King

Visiting Professors Nanette A. Stevens, Catherine Owens Welder

The department offers programs leading to the bachelor of arts and bachelor of science degrees in chemistry. The bachelor of science degree is certified by the American Chemical Society.

The bachelor of arts degree in chemistry includes Chemistry 111, 111L, 116, 116L, 221, 221L, 222, 222L, 341, 341L, 342 or 344, 342L, and 361, 361L; Mathematics 111, 112; and Physics 113, 114.

The bachelor of science degree in chemistry includes Chemistry 111, 111L, 116, 116L, 221, 221L, 222, 222L, 334, 334L, 341, 341L, 344, 342L, either 351 or 356/357, 361, 361L, 381, 382, 383, 391 or 392; Mathematics 111 and 112 and either 113 or 301; and Physics 113, 114.

Additional mathematics and science courses are strongly recommended for bachelor of science degree candidates. The number and selection of these courses depends on the professional goals of the individual student. Examples of these courses are Mathematics 302 and 304; Physics 161 and 164; and Biology 370 and 371.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 334, 341 and 341L, 342 or 344 and 342L, 351, 356/357, 361 and 361L. The department will not accept courses taken pass/fail to count toward the minor.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only. Majors are also required to complete on a letter-grade basis the required physics and mathematics courses.

A minimum grade point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the bachelor of arts or bachelor of science degree with a major in chemistry must have a minimum grade point average of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum grade point average in chemistry courses of 3.3 and a minimum overall grade point average of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

For the BA major, the following schedule of chemistry and related courses is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chem. 111, 111L	Chem. 221, 221L	Chem. 341, 341L	Chem. 361, 361L
Chem. 116, 116L	Chem. 222, 222L	Chem. 342, 342L	
Math. 111, 112	Physics 113, 114		

For the BS major, the following schedule of chemistry and related courses is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chem. 111, 111L	Chem. 221, 221L	Chem. 341, 341L	Chem. 334, 334L
Chem. 116, 116L	Chem. 222, 222L	Chem. 344, 342L	Chem. 361, 361L
Math 111, 112	Physics 113, 114	Chem. 381, 382	Chem. 381, 382
	Math 113 (or 301)	Chem. 383	Chemistry
		Chem. 391 or	300-Level Elective
		392 Science courses	

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

108. Everyday Chemistry. (5) Introduction to chemistry for non-science majors.

Laboratory covers experimental aspects of topics discussed in lecture. Satisfies Division II requirement. A student may not receive credit for both Chemistry 108 and Chemistry

111. Lab—three hours.

- *111. **College Chemistry.** (4) Fundamental chemical principles. C—Chemistry 111L.
- *111L. **College Chemistry Lab.** (1) Laboratory covers experimental aspects of basic concepts. Lab—three hours. C—Chemistry 111.
- *116. **Equilibrium and Analysis.** (4) Fundamental principles of equilibrium as applied to inorganic and generalized acid-base systems. P—Chemistry 111. C—Chemistry 116L.
- *116L. **Equilibrium and Analysis Lab.** (1) Laboratory covers aspects of quantitative and inorganic qualitative analysis. Lab—three hours. P—Chemistry 111. C—Chemistry 116.
120. **Physics and Chemistry of the Environment.** (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113. (Also listed as Environmental Studies 225 and Physics 120.)
- *221. **Organic Chemistry I.** (4) Principles and reactions of organic chemistry. P—Chemistry 116. C—Chemistry 221L.
- *221L. **Organic Chemistry I Lab.** (1) Lab—four hours. P—Chemistry 116. C—Chemistry 221.
- *222. **Organic Chemistry II.** (4) Principles and reactions of organic chemistry. P—Chemistry 221. C—Chemistry 222L.
- *222L. **Organic Chemistry II Lab.** (1) Lab—four hours. P—Chemistry 221. C—Chemistry 222.
- 301, 302. **Elective Research.** (0,0) P—Permission of instructor. Summers only.
- *334. **Chemical Analysis.** (5) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours. C—Chemistry 341, 341L.
- *341. **Physical Chemistry I.** (4) Fundamentals of equilibrium thermodynamics and electrochemistry, phenomenological kinetics, and introductory computational methods. P—Chemistry 116, Mathematics 111, Physics 113-114. C—Chemistry 341L, Mathematics 112, (Physics 113, with permission of instructor).
- *341L. **Physical Chemistry I Lab.** (1) Lab—four hours. P—Chemistry 116, Mathematics 111, Physics 113-114. C—Chemistry 341, Mathematics 112.
- *342. **Physical Chemistry IIA.** (4) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—Chemistry 341, Mathematics 111-112, Physics 113-114. C—Chemistry 342L, (Physics 114, with permission of instructor).

*The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. However, either can be repeated independently if the student wishes.

***342L. Physical Chemistry IIA Lab.** (1) Lab—four hours. P—Chemistry 341, Mathematics 111-112, Physics 113-114. C—Chemistry 342 or 344.

344. Physical Chemistry IIB. (4) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Mathematics 111-112 and 301 (or 113), Physics 113-114. C—Chemistry 342L, (Physics 114, with permission of instructor).

351. Special Topics in Biochemistry. (4) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—Chemistry 222.

356, 357. Chemical Spectroscopy. (2,2) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis will vary. Seven-week courses. P—Chemistry 342 or 344, 361, or permission of instructor.

***361. Inorganic Chemistry.** (4) Principles and reactions of inorganic chemistry. P—Chemistry 342 or 344. C—Chemistry 361L.

***361L. Inorganic Chemistry Lab.** (1) Lab—four hours. P—Chemistry 342 or 344. C—Chemistry 361.

381, 382. Chemistry Seminar. (0,0) Discussions of contemporary research. Attendance required of bachelor of science chemistry majors in the junior and senior years.

383. Chemical Literature. (1) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—Chemistry 222.

391, 392. Undergraduate Research. (2,2) Undergraduate research. Lab—eight hours.

*The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. However, either can be repeated independently if the student wishes.

Classical Languages

John L. Andronica, Chair

Professors John L. Andronica, Robert W. Ulery Jr.

Associate Professors Mary L. B. Pendergraft, James T. Powell

Adjunct Assistant Professor Patricia Marshall

The Department of Classical Languages offers majors and minors in three areas: Greek, Latin, and classical studies.

A major in Greek requires thirty-two credits in the department beyond Greek 112. Twenty-eight of these credits must be in Greek courses; Greek 225 is required. Also required is History 315.

A minor in Greek requires twenty credits: Greek 153; two 200-level courses in Greek; Classics 275 or History 315; and one additional course in Greek (200-level), Latin, or classics.

A major in Latin requires thirty-two credits in the department beyond Latin 153. Twenty-four of these credits must be in Latin courses; Latin 250 is required. Also required is History 316.

A minor in Latin requires twenty credits: three 200-level courses in Latin; Classics 276 or History 316; and one additional course in Greek, Latin (200-level), or classics.

A major in classical studies requires forty credits. A minimum of twenty-eight credits must be taken in the department. The following are required:

- a. *One 200-level course in Greek or Latin (prerequisites to this course do not count toward the forty required credits);*
- b. *Classics 275 and Classics 276;*
- c. *History 315 or History 316;*
- d. *At least one course from the following: Art 241 (Ancient Art); Art 244 (Greek Art); Art 245 (Roman Art); History 308 (Alexander the Great); Philosophy 232 (Ancient and Medieval Philosophy); Philosophy 331 (Plato); Philosophy 332 (Aristotle); Politics 271 (Plato, Aristotle, and Classical Political Philosophy); Politics 274 (Noble Greeks and Romans); Religion 314 (Ancient Israel and Her Neighbors). Other courses may be substituted by permission of the department.*

A minor in classical studies requires a minimum of twenty-four credits in the department, of which no more than nine may be in Greek or Latin courses. Classics 275 or 276 is required.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies may serve as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For

honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin, Greek, or classics is required. For additional information, members of the departmental faculty should be consulted.

GREEK

111, 112. Elementary Greek. (5,5) An introduction to the language; the courses provide a foundation for reading in the ancient authors.

153. Intermediate Greek. (4) Review of grammar; readings in classical authors. P—Greek 112 or equivalent.

211. Plato. (4) Selections from the dialogues of Plato. P—Greek 153 or equivalent.

212. Homer. (4) Selections from the Iliad and the Odyssey. P—Greek 153 or equivalent.

221. Greek Readings. (2,3, or 4) A course designed to meet individual needs and interests. P—permission of instructor.

225. Advanced Grammar and Composition. (4) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 153.

231. The Greek New Testament. (4) Selections from the Greek New Testament. P—Greek 153.

241. Greek Tragedy. (4) Close study of a selected tragedy or tragedies. This course includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

242. Greek Comedy. (4) Close study of a selected comedy or comedies of Aristophanes. This course includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

291, 292. Honors in Greek. (2,2) Directed research for honors paper. P—Permission of the department.

LATIN

111, 112. Elementary Latin. (4,4) An introduction to the language; the courses provide a foundation for reading in the ancient authors.

113. Intensive Elementary Latin. (5) An introduction to the language; the course covers the material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

120. Reading Medieval Latin. (2,4) Introduction to post-classical Latin with readings in selected works from late antiquity and the middle ages. P—Latin 112 or equivalent.

153. Intermediate Latin. (5) Review of grammar and selected introductory readings. P—Latin 112 or 113.

- 211. Introduction to Latin Poetry.** (4) Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P—Latin 153 or equivalent.
- 212. Introduction to Latin Prose.** (4) Readings primarily from the works of Cicero, with attention to their artistry and historical context. P—Latin 153 or equivalent.
- 216. Roman Lyric Poetry.** (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 153 or equivalent.
- 218. Roman Epic Poetry.** (4) Readings in the epics of Virgil and Ovid, with attention to their position in the epic⁵ tradition. P—Latin 153 or equivalent.
- 221. Roman Historians.** (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P—Latin 153 or equivalent.
- 225. Roman Epistolography.** (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid. P—Latin 153 or equivalent.
- 226. Roman Comedy.** (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P—Latin 153 or equivalent.
- 231. Roman Elegy.** (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P—Latin 200-level or equivalent.
- 241. Roman Satire.** (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire. P—Latin 200-level or equivalent.
- 243. Latin Readings.** (2,3, or 4) A course designed to meet individual needs and interests. P—Permission of instructor.
- 250. Advanced Grammar and Composition.** (4) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Latin 153 or equivalent.

SEMINARS

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

- 260. Seminar in Latin Poetry.** (4) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.
- 280. Seminar in Latin Prose.** (4) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.
- 291, 292. Honors in Latin.** (2, 2) Directed research for honors paper. P—Permission of the department.

- 151. Ethics in Greece and Rome.** (2) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is not required.
- 252. Women in Antiquity.** (4) The course explores the place of women in Greek and Roman society through the study of a wide range of primary sources, literary and non-literary. A knowledge of the Greek and Latin languages is not required.
- 255. Classical Epic: *Iliad*, *Odyssey*, *Aeneid*.** (4) A study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required.
- 259. Virgil and His English Legacy.** (4) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (Also listed as English 319.)
- 261. Greek Myth.** (4) A consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); the course also will consider Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required.
- 263. Greek Tragedy.** (4) A study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is not required.
- 264. Greek and Roman Comedy.** (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is not required.
- 275. The Age of Pericles.** (4) A study of Greek culture in all its aspects during the fifth century. A knowledge of the Greek language is not required.
- 276. The Age of Augustus.** (4) A study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required.
- 279. Studies in Roman Biography.** (2,3, or 4) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is not required.
- 285. Interdisciplinary Seminar in the Greco-Roman World.** (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also offered by the Department of Religion as Religion 285. Course may be repeated for credit.
- 288. Individual Study.** (2,3, or 4)
- 291, 292. Honors in Classical Studies.** (2,2) Directed research for honors paper.
P—Permission of the department.

Communication

Michael David Hazen, Chair

University Distinguished Chair in Communication Ethics and

Professor of Communication Michael J. Hyde

Professors Michael David Hazen, Jill Jordan McMillan

Adjunct Professor Jo Whitten May

Associate Professors John T. Llewellyn, Allan D. Loudon,

Randall G. Rogan, Margaret D. Zulick

Assistant Professors Betty LaFrance, Ananda Mitra, Eric K. Watts

Visiting Assistant Professor Mary M. Dalton, Steven M. Giles

Adjunct Assistant Professors Andrew W. Leslie, Dee Oseroff-Varnell

Adjunct Instructors Anne Boozell, Susan L. Faust, Denise Franklin

Ernest S. Jarrett, Mardene G. Morykwas, Karen L. Oxendine

Debate Coach Ross K. Smith

A major in communication requires forty credits, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110, and 220 or 225 and should begin their study of communication with these courses. In addition, at least twelve credits must be taken from among the following courses: 113, 114, 200, 201, 245, 246, 335, and 340 (or 341). An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

A minor in communication requires twenty-four credits, at least four of which must be at the 300-level, and shall include courses 100, 110, and 220 or 225. Remaining coursework must include at least four credits from among the following courses: 113, 114, 200, 201, 245, 335, and 340 (or 341). An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation "Honors in Communication," students must pass the departmental honors course, complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

100. Introduction to Communication and Rhetoric. (4) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

110. Public Speaking. (4) A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches.

111. Radio-TV Speech. (2) An introduction to announcing and performing on radio and television.

112S. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance. *Offered in summer only.*

- 113. Interpersonal Communication.** (4) An introductory overview of interpersonal communication theories and principles designed to improve the student's understanding of and ability to effectively communicate in interpersonal contexts.
- 114. Group Communication.** (4) An introduction to the theory and practice of group interaction and decision-making. The course features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes.
- 115. Introduction to Broadcast Writing.** (2) Covers the basic principles and rules of broadcast writing with an emphasis on determining news value.
- 116. On-Camera Performance.** (4) Designed to introduce students to the theory and practice of performing for the camera. This course covers basic method acting, newscasting, and other performance formats. (Also listed as Theatre 141.)
- 117. Writing for Public Relations and Advertising.** (2,4) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Permission of Instructor. (Also listed as Journalism 286.)
- 140. Information and Disinformation on the Internet.** (2) An examination of information gathering practices on the Internet and World Wide Web. Students will develop and apply standards for evaluating information through analysis of Web sites dealing with important and controversial topics.
- 160. Sign Language for the Deaf I.** (2) An introduction to the basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.
- 161. Sign Language for the Deaf II.** (2) Advanced work on basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.
- 200. Debate and Advocacy.** (4) The use of argumentative techniques in oral advocacy: research, speeches, and debate.
- 201. Persuasion.** (4) A study of the variables and contexts of persuasion in contemporary society.
- 210. Advanced Public Speaking.** (4) Advanced study in the art of public address. This course is recommended for students with some previous speech experience and/or training.
- 211. Media Production: Studio.** (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.
- 212. Media Production: Field.** (4) An introduction to the production of audio and video media projects. Single camera field production and post-production emphasized. Lecture/laboratory.
- 213. Film Production.** (4) A study of the basic elements of motion picture production.
- 216. Introduction to Radio News.** (2) The principles of developing and producing radio news stories. P—Communication 115.
- 217. Introduction to Television News.** (2) The principles of developing and producing television news stories. P—Communication 115.

- 220. Empirical Research in Communication.** (4) An introduction to methodological design and univariate statistics as used in communication research.
- 225. Historical/Critical Research in Communication.** (4) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.
- 245. Introduction to Mass Communication.** (4) A historical survey of mass media and an examination of major contemporary media issues.
- 246. Introduction to Film.** (4) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, color, etc.
- 261. Disorders of Articulation and Phonology.** (4) Etiology, evaluation and management of articulation and phonological disorders. *Offered in alternate fall semesters.*
- 262. Communication Disorders of the Hearing-Impaired.** (4) The etiology and effect of hearing impairment on communication. The fundamentals of auditory training, speech reading, and other resources for the rehabilitation of the hearing-impaired individual. *Offered in alternate spring semesters.*
- 263. Introduction to Communication Disorders.** (4) An introduction to the disorders of human communication including fluency, language, voice, and articulation. *Offered in alternate fall semesters.*
- 264. Diagnosis and Treatment of Communication Disorders.** (4) The basic principles of evaluation, remediation and instruction for children and adults with communication disorders. *Offered in alternate spring semesters.*
- 270. Special Seminar.** (1-4) An examination of selected topics in the study of communication.
- 280. Communication Practicum I.** (2,4) Individual projects in debate or communication internship to be approved, supervised, and evaluated by an appropriate faculty adviser. No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credits in practicum, only four credits of which may be counted toward a major in communication. Pass/fail only. P—Permission of instructor.
- 281. Communication Practicum II.** (2,4) See previous description.
- 283. Individual Study.** (1-4) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.
- 285. Honors Course.** (2,4) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department.
- 300. Classical Rhetoric.** (4) A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. *Offered in alternate years.*
- 301. Semantics and Language in Communication.** (4) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Linguistics 301.)

- 302. Argumentation Theory.** (4) An examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*
- 303S. Directing the Forensic Program.** (2,4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*
- 304. Freedom of Speech.** (4) An examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*
- 305. Communication and Ethics.** (4) A study of the role of communication in ethical controversies.
- 310. Advanced Media Production.** (1-4) Special projects in audio and video production for students with previous media production experience. P—Communication 211, 212, 213, or permission of instructor.
- 330. Communication and Conflict.** (4) A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.
- 335. Survey of Organizational Communication.** (4) An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.
- 336. Organizational Rhetoric.** (4) Explores the persuasive nature of organizational messages—those exchanged between organizational members, and those presented in behalf of the organization as a whole. *Offered in alternate years.*
- 337. Rhetoric of Institutions.** (4) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*
- 340. American Rhetorical Movements to 1900.** (4) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.
- 341. American Rhetorical Movements since 1900.** (4) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.
- 342. Political Communication.** (4) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.
- 345. Mass Communication Theory.** (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication.
- 346. Film Theory and Criticism.** (4) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—Communication 246 or permission of instructor.
- 347. Film History to 1945.** (4) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

- 348. Film History since 1945.** (4) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.
- 349. Communication and Technology.** (4) An exploration of how communication technologies influence the social, political, and organization practices of everyday life.
- 350. Intercultural Communication.** (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.*
- 351. Comparative Communication.** (2,4) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. (Also listed as Linguistics 351.)
- 351A *Japan*
 351B *Russia*
 351C *Great Britain*
 351D *Multiple Countries*
 351E *China*
- 355. Health Communication.** (4) An examination of communication processes within the health professions. Includes topics such as patient-provider communication, public health communication campaigns, and communication in health institutions.
- 370. Special Topics.** (1-4) An examination of topics not covered in the regular curriculum.
- 380. Great Teachers.** (1,2,4) An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students will interact with each teacher during a two to three-day visit to Wake Forest.

Computer Science

Jennifer J. Burg, Chair

Reynolds Professor Robert J. Plemmons

Associate Professors Daniel Cañas, David J. John,

Stan J. Thomas, Todd C. Torgersen

Assistant Professors Yaorong Ge, Paul Hemler

Instructor Patricia Y. Underhill

A major in computer science requires forty credits in computer science and four courses in mathematics. The courses in computer science must include 112, 211, 212, 235, 236, and 277. The required courses in mathematics are 111, 112, 117, and 121. Students considering graduate work in computer science should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four courses, at least sixteen credits, in computer science numbered higher than 111, Mathematics 117, and an additional four credits in mathematics other than Mathematics 105.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program. To be graduated with the designation “Honors in Computer Science,” students must satisfactorily complete a senior research paper and have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in computer science at other institutions to satisfy divisional requirements.

111. Introduction to Computer Science. (4) Lecture and laboratory. A rigorous introduction to the process of algorithmic problem-solving; an introduction to the organization of computers on which resulting programs run; and an overview of the societal and ethical context in which computer science exists. A scheduled laboratory experience is used for both the computer programming and computer organization aspects of the course. Lab—two hours.

112. Fundamentals of Computer Science. (4) Lecture and laboratory. Problem-solving and program construction are emphasized using top-down design, data abstraction, and object-oriented programming. Linear data structures, fundamental software engineering tools, and problem-solving paradigms are introduced for the beginning computer science student. Lab—two hours. P—Computer Science 111 or permission of instructor.

211. Computer Software Organization and Architecture. (4) Lecture and laboratory. Hierarchical software organization, representation and manipulation of data, instruction sets, addressing and structure of memory. The laboratory focuses on the understanding of an assembly language. Lab—two hours. P—Computer Science 112 and Mathematics 117.

212. Computer Hardware Organization. (4) Lecture and laboratory. Basic von Neumann computer architectures. Study and design of combinational logic circuits, arithmetic units, and memory devices. P—Computer Science 211.

235. Data Structures and Algorithms I. (4) Study, analysis, and implementation of abstract data structures such as list, stack, queue, and tree. Complexity analysis of algorithms which operate upon these data structures. P—Computer Science 112 and Mathematics 117.

236. Data Structures and Algorithms II. (4) A continuation of the study, analysis, and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in Computer Science 235 and complexity classes are introduced. P—Computer Science 235 and Mathematics 111.

277. Programming Languages. (4) Lecture and laboratory. A study of the properties of programming languages including syntax, semantics, control structures, and run-time representations. P—Computer Science 112 and Mathematics 117.

301. Software Engineering. (4) The principles and methods for the specification, design, and validation of large software systems. Topics may include formal specification techniques, design techniques, programming methodology, program testing, proofs of program correctness, software reliability, and software management. P—Computer Science 235.

302. Operating Systems. (4) The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 211 and Computer Science 235.

320. Object-oriented and Visual Programming. (4) A study of encapsulation, inheritance, polymorphism, aggregates, and code reuse in object-oriented programming, along with an introduction to visual and multimedia programming. P—Computer Science 277 or permission of instructor.

323. Computer Graphics. (4) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—Computer Science 235 and Mathematics 121.

330. Computer Communications. (4) A study of the operation, design, and analytic modeling of computer communication and networking systems. P—Computer Science 211.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.

361. Selected Topics. (2, 3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—Permission of instructor.

372. Compilers. (4) A study of techniques for compiling computer languages including scanning, parsing, translating, and generating code. P—Computer Science 211 and Computer Science 235.

374. Database Management Systems. (4) An introduction to large-scale database management systems. Topics include data independence, data base models, query languages, security, integrity, and concurrency. P—Computer Science 235.

379. Artificial Intelligence. (4) An introduction to problems in artificial intelligence. Techniques of representation and heuristic search in areas such as problem solving, pattern recognition, theorem proving, and information processing. P—Computer Science 236.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement. Not to be counted toward the minor in computer science.

Cultural Resource Preservation

(Interdisciplinary Minor)

Ned Woodall (Anthropology), Coordinator

The departments of anthropology, art, history, and sociology offer an interdisciplinary minor in cultural resource reservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires History 366, *Studies in Historic Preservation* (4), and four other courses for a total of twenty credits. These twenty credits must be distributed among at least three departments. The following courses may be included in the minor. (See course descriptions under appropriate listings.)

Anthropology	101. General Anthropology. (4) (May count as a Division IV requirement.)
	305. Museum Anthropology. (4)
	370. Old World Prehistory. (4)
	374. Prehistory of North America. (4)
	378. Conservation Archeology. (2)
	381, 382. Archeological Research. (4,4)
Art	233. American Architecture. (4)
	275. History of Landscape Architecture. (4)
	288. Modern Architecture. (4)
	293. Practicum. (4)
History	381, 382. Preservation Practicum I, II. (4,4)
	398. Individual Study. (1-4)
Sociology	151. Principles of Sociology. (4) (May count as a Division IV requirement.)
	205. Photography in the Social Sciences. (4)

Students intending to minor in Cultural Resource Preservation should consult the adviser appointed from one of the participating departments and listed with the registrar.

Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

Early Christian Studies

(Interdisciplinary Minor)

Mary Pendergraft (Classics) and

Kenneth G. Hoglund (Religion), Coordinators

The interdisciplinary minor in early Christian studies currently requires twenty-four credits.

A. The student must take the following core courses:

Religion	321.	Intro to NT. (4)
Classics	276.	The Age of Augustus. (4)
Classics/Religion	285.	Interdisciplinary Seminar in the Greco-Roman World. (4)

B. The student must take three additional courses (twelve additional credits), with no more than one course (four credits) from any one department, from the following list:

Art	241.	Ancient Art. (4)
	244.	Greek Art. (4)
	245.	Roman Art. (4)
	296.	Art History Seminar. (2,4) a. Ancient Art / b. Medieval Art
Greek	231.	Greek New Testament. (4)
History	315, 316.	The Ancient World. (4,4)
Philosophy	232.	Ancient and Medieval Philosophy. (4)
	331.	Plato. (4)
	332.	Aristotle. (4)
Religion	319.	Visions of the End: Jewish and Christian Apocalyptic. (4)
	320.	Jesus and the Synoptic Gospels. (4)
	322.	The General Epistles. (4)
	323.	Parables of Jesus. (4)
	324.	Early Christian Literature. (4)
	326.	Early Christian Theologians: Paul. (4)
	327.	Early Christian Theologians: the Fourth Evangelist. (4)
	328.	The New Testament and Ethics. (4)
	261.	Foundations of Traditional Judaism. (2)
	372.	(a) Patristic Thought. (2)

East Asian Languages and Literatures

Associate Professor Patrick Moran, Coordinator

Assistant Professor David P. Phillips

Visiting Assistant Professor Yasuko Takata

Introductory courses are offered in the Chinese and Japanese languages to meet the basic requirements in language. In addition, advanced language and literature courses are offered, as well as literature in translation and culture courses. Students also may study abroad with Wake Forest programs in China and Japan.

CHINESE

Chinese 111, 112. Elementary Chinese. (5,5) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

Chinese 151, 152. Intermediate Chinese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Chinese 112 or equivalent.

Chinese 199. Individual Study. (1-4) P—Permission of instructor.

Chinese 211. Wen-xue: Introduction to Literature Written in Chinese. (4) Readings in Chinese in prose and poetry. P—Chinese 152 or permission of instructor.

Chinese 212. Wen-xue: Advanced Literature Written in Chinese. (4) Readings in contemporary Taiwan and mainland Chinese literature. P—Chinese 152 or permission of instructor.

Chinese 251. Business Hanyu. (4) Communicating in Mandarin Chinese for business purposes. Addresses cultural differences in communication and spoken and written linguistic forms. P—Chinese 152 or permission of instructor.

***Humanities 221. Introduction to Chinese Literature.** (4)

***Humanities 348. Chinese Revolutionary Literature to 1948.** (2)

***Humanities 349. Chinese Liberation Literature since 1948.** (2)

***Humanities 350. Modern Chinese Literature.** (4)

***Philosophy 253. Main Streams of Chinese Philosophy and Religion.** (4)

HUMANITIES

Humanities 251. The Asian American Experience: Literature and Personal. (4) An introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. The course explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities.

*See appropriate listings for descriptions and prerequisites of courses given in English.

Japanese 111, 112. Elementary Japanese. (5,5) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

Japanese 151, 152. Intermediate Japanese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Japanese 112 or equivalent.

Japanese 199. Individual Study. (2-4) P—Permission of instructor.

Japanese 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4) Readings in Japanese in prose and poetry. P—Japanese 152 or permission of instructor. Satisfies a Division I requirement.

Japanese 220. Advanced Conversation. (4) Study of conversational and interactional skills using reading materials and audiovisual materials as basis for class discussion. P—Japanese 211.

Japanese 230. Advanced Japanese I. (4) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—Japanese 220.

Japanese 231. Advanced Japanese II. (4) Continuation of Japanese 230, with emphasis on oral presentation and compositional skills. P—Japanese 230.

Humanities 170. Understanding Japan. (4) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

***Humanities 219. Introduction to Japanese Literature.** (4)

***Humanities 347. Women Writers in Japanese Culture.** (4)

International Studies 210. Japanese and American Culture: A Cross-Cultural Comparison. (4) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

Linguistics 231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Women's Studies 231.)

*See appropriate listings for descriptions and prerequisites of courses given in English.

East Asian Studies

(Foreign Area Study)

Charles H. Kennedy (Politics), Coordinator

East Asian studies requires twenty-four credits, which must be taken from at least three different departments and/or programs. One of these must be either Chinese 211 or Japanese 211. Although Asian Studies 381, *Independent Research in Asian Studies*, may be repeated for credit, only four of these credits can apply toward East Asian studies. Appropriate credit in East Asian studies also may be obtained by study in China through the SASASAAS/Wake Forest program or in Japan through the Wake Forest/Tokai University program, or through other Wake Forest approved courses of study in Asia. Study abroad is strongly encouraged but not required. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

Art	104. Topics in World Art (when focus is on Asia). (4)
Asian Studies	311. Special Topics in Asian Studies. (2-4) 381. Independent Research in Asian Studies. (2-4)
Chinese Lang. & Literature	111,112. Elementary Chinese. (5,5) 151,152. Intermediate Chinese. (5,5) 199. Individual Study. (1-4) 211. Wen-xue: Introduction to Literature Written in Chinese. (4)
Communication	351. Comparative Communication. (2,4) a. Japan
History	310. Seminar. (4) 341. History of Women in Modern Asia. (4) 343. Imperial China. (4) 344. Modern China. (4) 346. Japan before 1600. (4) 347. Japan since World War II. (4) 348. Japan since 1600. (4)
Humanities	170. Understanding Japan. (4) 219. Introduction to Japanese Literature. (4) 221. Introduction to Chinese Literature. (4) 251. The Asian American Experience: Literature and Personal Narratives. (4) 347. Women Writers in Japanese Culture. (4) 348. Chinese Revolutionary Literature to 1948. (2) 349. Chinese Liberation Literature since 1948. (2) 350. Modern Chinese Literature. (4)
International Studies	210. Japanese and American Culture: A Cross-Cultural Comparison. (4)
Japanese Lang. & Literature	111, 112. Elementary Japanese. (5,5) 151, 152. Intermediate Japanese. (5,5) 199. Individual Study. (2-4)

	211. Bungaku: Introduction to Literature Written in Modern Japanese. (4)
	220. Advanced Conversation. (4)
	230. Advanced Japanese I. (4)
	231. Advanced Japanese II. (4)
Philosophy	253. The Main Streams of Chinese Philosophy and Religion. (4) (Also listed as Religion 380.)
Politics	248. Government and Politics of China. (4) 249. Government and Politics of Japan. (4) 260. East Asian International Relations. (4)
Religion	361. Buddhism. (4) 362. Islam. (4) 380. The Main Streams of Chinese Philosophy and Religion. (4) (Also listed as Philosophy 253.)
Women's Studies	231. Language and Gender in Japanese Culture. (4) (Also listed as Linguistics 231.)

Economics

Allin F. Cottrell, Chair

Archie Carroll Professor of Ethical Leadership John C. Moorhouse

Reynolds Professor John H. Wood

Professors David G. Brown, Allin F. Cottrell, Donald E. Frey, Claire H. Hammond,

J. Daniel Hammond, Michael S. Lawlor, Perry L. Patterson

Associate Professors Robert M. Whaples

Assistant Professors Sylvain H. Boko, Jac C. Heckelman

Instructor Richard DePolt

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of thirty-six credits in economics, including Economics 150, 205, 206, 207, and 208. The remaining economics courses are selected by the student and his or her adviser. A minimum grade of C is required in Economics 150, 205, and 207, and an overall 2.0 average in economics courses. The student also must make a minimum grade of C in either Mathematics 106 or 111 and Mathematics 109 (or similar course with permission of department chair).

The minor in economics consists of twenty-four credits, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

Economics majors with a grade point average of at least 3.0 and 3.3 in economics may graduate with “Honors in Economics” by satisfying the research requirement of Economics 298. It is recommended, but not required, that Economics 297 be taken first.

The Department of Economics and the Department of Mathematics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 210, 211, 215, 218; Mathematics 111, 112, 113, 121, 254, 255; and three additional courses chosen with the approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation “Honors in Mathematical Economics,” a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

For the BA in economics the following schedule is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior*</i>	<i>Senior</i>
Lower Division requirements	Economics 150 Mathematics 106 or 111 Mathematics 109	Economics 205, 206 Economics 207, 208	Four electives in economics

**It is expected that economics majors will complete the intermediate theory sequences in their junior year.*

For the BS in mathematical economics the following schedule is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Mathematics 111,112 Lower Division requirements	Economics 150 Mathematics 113, 121	Economics 205, 207 Economics 210, 211 Economics 215 Mathematics 254, 255	Economics 218 Three electives in economics and/or mathematics

150. Introduction to Economics. (4) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

168. The Political Economy of Environmental Policy. (2) Develops a set of core economic principles essential for understanding and evaluating environmental policy issues.

(Required for environmental studies minor. Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

205. Intermediate Microeconomics I. (4) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—Economics 150.

206. Intermediate Microeconomics II. (4) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—Economics 205.

207. Intermediate Macroeconomics I. (4) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—Economics 150.

208. Intermediate Macroeconomics II. (4) Considers extensions of Keynesian theory, such as the post-Keynesians, and alternatives to Keynesian theory, such as monetarism, traditional classical, and new classical theories. More advanced tools of macroeconomic analysis may be introduced, for instance large forecasting models or dynamics. P—Economics 207.

210. Microeconomic Models. (2) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—Economics 205 and Mathematics 111.

211. Macroeconomic Models. (2) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—Economics 207 and Mathematics 111.

212. Economic Forecasting. (4) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 150. C—Economics 207.

215. Introduction to Econometrics. (4) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 205, 207 and Mathematics 109 or 121.

218. Seminar in Mathematical Economics. (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Economics 205, 207 and Mathematics 111, 112.

219. Decision Analysis. (4) The theory and practice of decision making under uncertainty. Applications and examples are drawn from realms of personal, legal, business, medical, and environmental decision making. P—Economics 150 and Mathematics 109.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 205.

222. Monetary Theory and Policy. (4) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—Economics 207.

223. Financial Markets. (4) A study of the functions, structure, and performance of financial markets. P—Economics 205, 207.

224. Law and Economics. (4) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—Economics 205.

225. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 205.

231. Economics of Industry. (4) Analysis of the link between market structure and market performance in United States industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—Economics 205.

232. Antitrust Economics. (2,4) Analysis of the logic and effectiveness of public policies designed to promote competition in the United States. P—Economics 150 and 205.

235. Labor Economics. (4) A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—Economics 205.

240. Economics of Health and Medicine. (4) Applications of the methods of economic analysis to the study of the health care industry. P— or C— Economics 205 and (choose one): Anthropology 380, Business 201, Biology 380, Health and Exercise Science 262, Economics 215, Psychology 211, Mathematics 256, Mathematics 358, or Sociology 371.

246. Urban Economics. (4) Theoretical and empirical study of the city as an economic entity, with attention to land-use patterns and prices, urban decay and redevelopment, suburbanization, housing, and city finance. P—Economics 150.

248. Resource Economics. (2) The economic theory of natural resource allocation and environmental quality. P—Economics 168 and 205.

251. International Trade. (4) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—Economics 205.

252. International Finance. (4) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—Economics 205, 207.

253. Economies in Transition. (4) A theoretical and institutional examination of historically socialist nations and the dilemmas of transition. Special reference to the former Soviet Union. P—Economics 150.

258. Economic Growth and Development. (4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—Economics 205 or permission of instructor.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 150.

- 262. History of Economic Thought.** (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 205, 207.
- 265. Economic Philosophers.** (2,4) An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 205, 207.
- 268. Morals and Markets.** (4) Historical survey of individualistic ethical values that have accompanied the development of market economics in the West. Considers critiques of, and alternatives to, these values. P—Economics 150.
- 270. Current Economic Issues.** (2,4) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, Social Security, global warming, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P—Economics 150.
- 271, 272. Selected Areas in Economics.** (1,2,4; 1,2,4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—Economics 205, 207.
- 290. Individual Study.** (2,4) Directed readings in a specialized area of economics. P—Permission of instructor.
- 297. Preparing for Economic Research.** (2) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.
- 298. Economic Research.** (4) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph O. Milner, Chair

Professors John P. Anderson, Patricia M. Cunningham, Samuel T. Gladding,
John H. Litcher, Joseph O. Milner, Linda N. Nielsen, Leonard P. Roberge

Associate Professors Robert H. Evans, Donna A. Henderson,
Leah P. McCoy, Mary Lynn B. Redmond, Loraine M. Stewart

Assistant Professors Ann C. Cunningham, Laura J. Veach

Visiting Assistant Professor Debbie W. Newsome

Adjunct Assistant Professors Alan S. Cameron, G. Dianne Mitchell,
Marianne A. Schubert, Elizabeth H. Taylor

Instructor Johnne W. Armentrout

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students.

Prospective elementary and social studies teachers earn licensure in those broad areas and major in education. Prospective secondary teachers of English, Latin, math, science, and prospective K-12 teachers of foreign languages major in that discipline and minor in education. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Professional Class A Teacher's License to graduates who have completed an approved program, including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the chair of the department.

Students who have graduated from an institution of higher education but have not completed an approved licensure program may seek admission to the department in order to complete the Class A License.

Admission Requirements. Application for admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires teacher education program applicants to successfully complete the Praxis I before being formally admitted.

All students are required to have a 2.5 or better grade point average before being formally accepted in the Teacher Education Program. Formal acceptance into the program should take place during the first week of the semester prior to student teaching. Elementary education students must have a 2.5 grade point average at the end of December of their junior year; secondary education students must have a 2.50 grade point average at the end of August of their junior year.

Program Area Goals. The goals and objectives for each licensure area are available in the office of the Department of Education.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary certification, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary license typically begin course work required for licensure during the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of Methods and Materials, Educational Technology, Educational Psychology, and the Foundations of Education course; (3) formal admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the department chair.

Exit Requirements. Students must maintain a 2.5 grade point average while enrolled in the teacher education program, and complete the program with a minimum grade point average of 2.5. The state of North Carolina requires candidates for professional licensure to successfully complete the Principles of Learning and Teaching and the Specialty Area Exam of the NTE or the appropriate Praxis II Subject Assessment Exam(s).

TEACHING AREA REQUIREMENTS

Secondary Certificate

English—Forty credits, including 287, 323, and 390 or its equivalent. A course in world literature is also required.

French—Licensure in K-12 in French: A minimum of nine four-credit French courses numbered above French 213. French 215, 216, 219, 220, 222, 370, and one of the genre courses (363, 364, or 365) are required.

Spanish—Licensure in K-12 in Spanish: A minimum of nine four-credit Spanish courses numbered above Spanish 213. Spanish 217, 218, 219, 220, 322, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, are required.

German—Licensure in K-12 in German: Thirty-seven credits beyond German 112 or 113. These must include German 217; 218, 219, 220, or 221; at least one course from among the sequence 249, 281, 285, and the seminar for majors.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 331; four credits from 311, 317, or 357; at least two additional 300-level courses. If the student does not elect 357, it is recommended that he/she take 109.

Science—Licensure in the individual fields of science: biology (forty-one credits), chemistry (fifty-five credits), or physics (thirty-six credits). All credits must be from the same courses required for majors in those fields.

Social Studies—Forty credits, including twenty-four credits in history, with course work in United States, European, and Third World history; sixteen credits with one course in economics, geography, politics, and anthropology or sociology.

Education courses required for a secondary license include Education 201, 307, 311, 354, 364, 374, and 381.

Elementary Certificate

A major in elementary education requires forty-eight credits including Education 201, 202, 203, 221, 222, 250, 293, 294, 295, 296, 298, 301, 311, 382. In addition to or as part of lower division requirements, all education majors must have taken at least one course in biology, one course in mathematics, and one course in art or music. Elementary education majors must complete a minor in any department or have a concentration in one of the following areas: language arts, social studies, science, mathematics, or foreign language. (Because many courses must be taken in the junior year to prepare for the senior fall student teaching block, education majors who want to take a semester abroad should take that semester during the sophomore year.)

Education Minor

A minor in professional education requires Education 201, 307, 311, 354, 364, 374, 381, and is awarded only to students in the teacher education program.

102. Exploration of Career Planning. (4) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems. Includes twenty-hour field experience component. P—Permission of instructor.

202. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Permission of department.

203. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 202.

221. Children's Literature and Reading. (4) A survey of the types of literature appropriate for the elementary grades and an investigation of the basic problems in reading. P—Permission of instructor.

- 222. Integrating the Arts and Movement into the Elementary Curriculum.** (3) A survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—Permission of instructor.
- 231. Adolescent Literature.** (4) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.
- 250. Student Teaching: Elementary.** (6) Supervised teaching experience in grades K-6. Pass/fail. P—Permission of instructor.
- 271. Geography: The Human Environment.** (4) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization. (Credit not allowed for both Education 271 and 274.)
- 272. Geography Study Tour.** (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.*
- 273. Geography: The Natural Environment.** (4) A systematic study of the major components of physical geography with special emphasis on climate and topography.
- 274. Environmental Geography.** (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. (Credit not allowed for both Education 274 and 271.)
- 281. Public Life and the Liberal Arts.** (4) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. *Politics and the Arts* and *Theory and Practice in Public Life* are representative topics.
- 293. Elementary School Curriculum: Theory and Practice.** (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment. P—Permission of instructor.
- 294. Teaching Elementary Language Arts.** (3) A survey of the basic materials, methods, and techniques of teaching language arts in the elementary grades. P—Permission of instructor.
- 295. Teaching Elementary Social Studies.** (3) A survey of the basic materials, methods, and techniques of teaching social studies in the elementary grades. P—Permission of instructor.
- 296. Teaching Elementary Mathematics.** (4) A survey of the basic materials, methods, and techniques of teaching mathematics in the elementary grades, centering on relevant mathematics content. P—Permission of instructor.
- 297. Trends and Issues in American Schools.** (2) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

- 298. Teaching Elementary Science.** (4) A survey of the basic materials, methods, and techniques of teaching science in the elementary grades, centering on relevant science content. P—Permission of instructor.
- 301. Microcomputer and Audiovisual Literacy.** (4) An introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.
- 302. Production of Instructional Methods.** (4) Methods of producing instructional materials and other technological techniques. P—Education 301.
- 303. History of Western Education.** (4) Educational theory and practice from ancient times through the modern period, including American education.
- 304. Theories of Education.** (4) Contemporary proposals for educational theory and practice studied in the context of social issues.
- 305. The Sociology of Education.** (4) A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.
- 307. Technology in Education.** (3) An introduction to the use of computers in education. Includes use of Internet, software, and hardware, including multimedia, to meet instructional goals. P—Education 203.
- 308. School and Society.** (4) A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements. P—Education 201 or introductory course in history or social science.
- 311. Educational Psychology.** (4) The theories, processes, and conditions of effective teaching/learning. Includes twenty-hour field experience component. P—Education 201 or permission of instructor.
- 312. Teaching Children with Special Needs.** (4) A survey of the various types of learning problems commonly found in elementary children. Students will observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques. P—Education 221 and 250.
- 313. Human Growth and Development.** (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.
- 341. Principles of Counseling and Guidance.** (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies. P—Permission of instructor.
- 351. Adolescent Psychology.** (5) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

- 354. Methods and Materials.** (5) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). Includes forty-hour field experience component. P—Education 201 and permission of instructor.
- 358. Studies in Contemporary Leadership.** (4) An examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required. (Cross-listed as Humanities 358.)
- 362. Field Experience One.** (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.
- 363. Field Experience Two.** (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 362.
- 364. Secondary Student Teaching.** (12) Supervised teaching experience in grades 6-12. Full-time, seventeen-week field experience. P—Permission of instructor.
- 374. Student Teaching Seminar.** (2) Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.
- 381. Special Needs Seminar.** (2) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include classroom management, reading and writing in the content area, inclusion, diversity, and evaluation.
- 382. Reading and Writing in Content Areas.** (2) A survey of methods for teaching reading and writing to help students learn in the various content areas, and of techniques for adapting instruction to the literacy levels of students. P—Permission of instructor.
- 387. Tutoring Writing.** (2) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. (Strongly recommended for those interested in working in the Writing Center as peer tutors.) A student may not receive credit for both Education 387 and English 287.
- 390. Methods and Materials for Teaching Foreign Languages (K-6).** (4) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6. *Spring semester.*
- 391. Teaching the Gifted.** (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (2,4) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

395. Teaching Exceptional Students. (3) An introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.

396. Education in Business and Industry. (4) Educational concepts applied to programs in education and training in business/industrial settings.

397. Research and Trends in the Teaching of Foreign Languages. (4) A study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology.

English

Nancy J. Cotton, Chair

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Wake Forest Professor of English James S. Hans

Professors Nancy J. Cotton, Mary K. DeShazer,

Andrew V. Ettin, W. Dillon Johnston, Philip F. Kuberski,

Robert W. Lovett, Barry G. Maine, Dolly A. McPherson, William M. Moss,

Gillian R. Overing, Gale Sigal, Edwin G. Wilson

Associate Professors Anne Boyle, Bashir El-Beshti,

Claudia Thomas Kairoff, Scott W. Klein

Assistant Professors Janis Caldwell, Jeryl J. Prescott,

Lisa Sternlieb, Olga Valbuena, Eric Wilson

Adjunct Assistant Professor Julie Edelson

Visiting Assistant Professors Barbara Bennett, Ralph Black,

Loren Glass, Borislav Knezevic, Allen Michie, Madhuparna Mitra,

Steven Shoemaker, Michael Stryick, Suzanne Young

Associate Professor in Journalism Wayne King

Adjunct Lecturers in Journalism Justin Catanoso, Michael Horn

Instructor Thomas W. McGohey

Visiting Instructors Alex Garganigo, Christopher Neumann

Poet-in-Residence Jane Mead

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and a major seminar, which must be taken no later than the spring semester of the junior year. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres.

A minor in English requires English 160 or 165 and English 170 or 175, plus twenty credits in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade-point average of 3.5 in the major and 3.2 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

LOWER DIVISION COURSES

105. Introduction to Critical Reading and Writing. (4) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

***111. Writing Seminar.** (4) Training in expository writing; frequent essays based on readings in a selected topic.

160. Introduction to British Literature. (4) Eight to ten writers representing different periods and genres.

165. Studies in British Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

170. Introduction to American Literature. (4) Emphasis on a minimum of seven writers of the nineteenth and twentieth centuries, including both prose and poetry.

175. Studies in American Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

210. Advanced Composition. (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

224. Exploring Shakespeare. (4) Six to eight works by Shakespeare in different genres, studied through printed texts, films, and videos. Emphasis will be placed on developing abilities to understand and appreciate Shakespeare's works in performance through attention to language and stagecraft. This course may not be counted toward the major or minor in English.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

JOURNALISM COURSES

See section on Journalism, page 150.

WRITING COURSES

285. Poetry Workshop. (2, 4) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (2, 4) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

*English 111 is a prerequisite for all other courses in English unless the requirement is waived.

287. Tutoring Writing. (2) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

383, 384. Theory and Practice of Poetry Writing. (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.

ADVANCED LANGUAGE AND LITERATURE COURSES

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170 and 175, all of which are offered each semester.

300. Seminar in the Major. (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

301. Individual Authors. (2) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (2, 4) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (4) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from Beowulf and selected poems and prose.

310. The Medieval World. (4) Through the reading of primary texts, this course will examine theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance.

311. The Legend of Arthur. (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (4) The origin and development of poetic genres and lyric forms of Middle English.

- 315. Chaucer.** (4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.
- 319. Virgil and His English Legacy.** (4) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (Also listed as Classics 259.)
- 320. British Drama to 1642.** (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.
- 323. Shakespeare.** (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.
- 325. Sixteenth-century British Literature.** (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.
- 326. Studies in English Renaissance Literature.** (4) Selected topics in Renaissance literature. Consideration of texts and their cultural background.
- 327. Milton.** (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.
- 328. Seventeenth-Century British Literature.** (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.
- 330. Restoration and Eighteenth-Century British Literature.** (4) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends.
- 335. Eighteenth-Century British Fiction.** (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
- 336. Restoration and Eighteenth-Century British Drama.** (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.
- 337. Studies in Eighteenth-Century British Literature.** (4) Selected topics in eighteenth century literature. Consideration of texts and their cultural background.
- 340. Studies in Women and Literature.** (4) a.) The woman writer in society. b.) Feminist critical approaches to literature.
- 350. British Romantic Poets.** (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.

- 351. Studies in Romanticism.** (4) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.
- 353. Nineteenth-Century British Fiction.** (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
- 354. Victorian Poetry.** (4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
- 360. Studies in Victorian Literature.** (4) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
- 361. Literature and Science.** (4) Literature of and about science. Topics will vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature.
- 362. Blake, Yeats, and Thomas.** (4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.
- 363. Studies in Modernism.** (4) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 364. Studies in Literary Criticism.** (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.
- 365. Twentieth-Century British Fiction.** (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.
- 366. James Joyce.** (4) The major works by James Joyce, with an emphasis on *Ulysses*.
- 367. Twentieth-Century English Poetry.** (4) A study of twentieth-century poets of the English language, exclusive of the United States poets, will be read in relation to the literary and social history of the period.
- 368. Studies in Irish Literature.** (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.
- 369. Modern Drama.** (4) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.
- 370. American Literature to 1820.** (4) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.
- 372. American Romanticism.** (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.
- 373. Literature and Film.** (4) Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.

- 375. American Drama.** (4) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.
- 376. American Poetry before 1900.** (4) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.
- 377. American Jewish Literature.** (4) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.
- 378. Literature of the American South.** (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.
- 379. Literary Forms of the American Personal Narrative.** (4) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.
- 380. American Fiction from 1865 to 1915.** (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.
- 381. Studies in Black American Literature.** (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.
- 382. Modern American Fiction, 1915 to 1965.** (4) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.
- 383, 384. Theory and Practice of Poetry Writing.** (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.
- 385. Twentieth-century American Poetry.** (4) Readings of modern American poetry in relation to the literary and social history of the period.
- 386. Directed Reading.** (2-4) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.
- 388. Honors in English.** (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."
- 390. The Structure of English.** (4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.
- 391. Studies in Postmodernism.** (4) Interdisciplinary, comparative, and theoretical approaches to works and authors.

394. Contemporary Drama. (4) The course will consider experiments in form and substance in plays from *Godot* to the present. Readings will cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

396. Contemporary British Fiction. (4) A study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson and Ishiguro.

Environmental Studies

(Interdisciplinary Minor)

Robert Browne (Biology), Coordinator

The environmental studies minor provides an interdisciplinary approach to the study of human-environmental interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, ethics, and anthropology to the human impact on the natural environment. The environmental studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environment sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.

The minor requires the core course, Environmental Studies 201, which is considered a prerequisite to all other courses in the minor. It is suggested that a prospective minor take this course and any other necessary prerequisites in the freshman and sophomore years. A minimum of twenty-six credits is required for this minor. The following courses are required (except Environmental Studies 391-392):

Anthropology 260. Culture and Nature. (2) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

Biology 113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

Economics 168. The Political Economy of Environmental Policy. (2) Develops a set of core economic principles for understanding and evaluating environmental policy issues. (Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

Education 274. Environmental Geography. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions.

Environmental Studies 201. Introduction to Environmental Studies. (4) An interdisciplinary course taught by faculty representing a number of fields. Topics include scientific principles, human populations, resource management, pollution, and environmental ethics.

Environmental Studies 225. Physics and Chemistry of the Environment. (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in the air and water; 2) physical aspects of the environment such as solar energy and the atmosphere and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113.

Environmental Studies 391, 392. Individual Study. (2, 2) A field study, internship, project or research investigation carried out under the supervision of a member of the environmental studies minor faculty. Pass/fail or for a grade at the discretion of the instructor. Pass/fail is not optional for an individual study that will be used as an elective course in the environmental studies minor. P—Permission of instructor. (The same numbered course cannot be repeated. Courses can be taken during the same semester or, if not, in consecutive order.)

German and Russian

Timothy F. Sellner, Chair

Professors William S. Hamilton, Timothy F. Sellner, Larry E. West

Associate Professor Kurt C. Shaw

Assistant Professor Rebecca Thomas

Lecturers Christa G. Carollo, Perry L. Patterson, Stefanie H. Tanis

A major in German requires thirty-seven credits beyond German 112 or 113. These must include German 217; at least one course from among the sequence 249, 281, 285; and the seminar for majors. A minor in German requires five courses beyond German 153, including German 217 and at least one course from among the sequence 249, 281, 285.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," students must complete a senior research project. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarships and program of study at Freiburg, Berlin, and Vienna, administered by the Institute for the International Education of Students (IES). Majors and minors are strongly encouraged to live at least one semester in the German House.

- 111, 112. Elementary German.** (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.
- 113. Intensive Elementary German.** (5) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.
- 153. Intermediate German.** (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 112 or 113.
- 153x. Intermediate German.** (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.
- 160. German Language and Customs.** (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/fail. *Offered in summer.* P—German 112 or 113.
- 215, 216. Introduction to German Literature.** (4,4) The object of this course is to acquaint students with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.
- 217. Composition and Grammar Review.** (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent. *Fall.*
- 218. Basic Conversation.** (4) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—German 153 or equivalent. *Spring.*
- 219. Advanced Conversation.** (4) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—German 218 or permission of instructor. *Offered fall semester of even years.*
- 220. German Civilization I.** (4) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—German 153 or equivalent. *Offered fall semester of odd years.*
- 221. German Civilization II.** (4) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—German 153 or equivalent. *Offered spring semester of even years.*
- 229. German for Business and Economics.** (4) Introduction to the spoken and written language of the German business world. Emphasis on business correspondence and oral proficiency skills for banking, import/export and commercial transactions. P—German 217 and 218 or permission of instructor. *Offered spring semester of odd years.*
- 231. Weimar Germany.** (4) Art, literature, music, and film of Weimar Germany, 1919-33, in historical context. (Also listed as History 318.)

- 240. Masterworks in Translation.** (2) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor. Does not count toward a major or minor in German.
- 249. German Literature before 1700.** (4) A survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. P—German 215, 216, or equivalent. *Fall*.
- 270. Individual Study.** (1-4) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—German 215, 216, and permission of instructor.
- 281. German Literature from the Enlightenment through Romanticism.** (4) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. P—German 215, 216, or equivalent. *Fall*.
- 285. German Literature from Poetic Realism to the Modern Age.** (4) Intensive study of representative works of major German writers from 1848 to the present, including literature of the post-war era. P—German 215, 216, or equivalent. *Fall*.
- 0287, 288. Honors in German.** (3,3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.
- 300. Seminar in the Major.** (4) Selected genre topics in German literature. Intensive practice in critical discourse, including discussion and an oral presentation (Referat). Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. P—German 249, 281, 285, or equivalent. May be repeated. *Spring*.

RUSSIAN

A major requires thirty-two credits beyond Russian 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires twenty credits beyond 153, four of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University. Majors and minors are strongly encouraged to live at least one semester in the Russian House.

- 111, 112. Elementary Russian.** (4,4) The essentials of Russian grammar, conversation, drill, and reading of elementary texts. Lab required.
- 153. Intermediate Russian.** (5) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. Lab required. P—Russian 112 or equivalent.
- 215. Introduction to Nineteenth-Century Russian Literature.** (4) Readings of selected short stories and excerpts from longer works from the nineteenth century. P—Russian 153 or equivalent.
- 216. Introduction to Twentieth-Century Russian Literature.** (4) Readings of selected short stories and excerpts from longer works from the twentieth century. P—Russian 153 or equivalent.

217. **Seminar in Nineteenth Century Russian Literature.** (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.
218. **Seminar in Twentieth Century Russian Literature.** (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.
221. **Advanced Conversation and Composition.** (4) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Russian materials.
228. **Advanced Grammar.** (4) Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P—Russian 221.
230. **The Structure of Russian.** (4) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is given to the study of roots and word formation. P—Permission of instructor.
232. **The History of the Russian Language.** (4) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—Russian 221 and permission of instructor.
240. **Seminar in Translation.** (4) Advanced work in English-to-Russian and Russian-to-English translation. P—Russian 221 and permission of instructor.
242. **Research on Language and Culture in Russia.** (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—Russian 111 and permission of instructor. *Limited enrollment.*
250. **Russian Culture and Civilization.** (4) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. *Taught in Russian.* P—Russian 215 or 216.
252. **Russian Poetry.** (4) Survey of Russian poetry from Slovo o polku Igoreve to the present, with particular emphasis on the works of major nineteenth and twentieth century poets. P—Russian 215 or 216.
270. **Individual Study.** (2-4) Study in language or literature beyond the 215-216 level. P—Russian 215 or higher.
275. **Studies in Russian Literature.** (4) Selected special topics in Russian literature. P—Russian 215 or 216.
280. **Russian Women Writers.** (4) Readings of selected prose works by such writers as Teffi, Forsh, Inber, Baranskaya, Grekova, Tokareva, Petrushevskaya, Vaneeva and Tolstaya. P—Russian 215 or 216.
285. **Recent Russian Fiction.** (4) Readings of selected prose works from the 1970s to the present by such writers as Iksander, Voinovich, Bitov, Tolstaya, Petrushevskaya, and Viktor Erofeev. P—Russian 215 or 216.

290. The Language of Russian Commerce and Politics. (4) Readings in the contemporary Russian press. Intensive written and oral practice, emphasizing specialized vocabulary of business and government. P—Russian 221 or permission of instructor.

German Studies

(Foreign Area Study)

Timothy F. Sellner (German/Russian), Coordinator

Twelve or thirteen credits from German 153, 215, 216, 217, 220, 221, or 229 are required. In addition, the student must take at least one course from three of the following four groups. Selected courses taken overseas in German-speaking countries may count toward this concentration with the approval of the coordinator. (See course descriptions under appropriate listings.)

GROUP 1

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|---------|------|---|
| History | 318. | Weimar Germany. (4)
(Also listed as German 231) |
| | 319. | Germany to 1871. (4) |
| | 320. | Germany: Unification to Unification, 1871-1990. (4) |
| | 333. | European Diplomacy, 1848-1914. (4) |

GROUP 2

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|----------|------|---|
| Politics | 231. | Western European Politics. (4) |
| | 233. | The Politics of Modern Germany. (4) |
| | 237. | Comparative Public Policy in Selected Industrialized Democracies. (4) |
| | 273. | Radical Critiques of Political Society. (4) |

GROUP 3

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|-------------------------|---|
| Economics and Business. | (Selected courses taken in German-speaking countries with the approval of the coordinator.) |
|-------------------------|---|

GROUP 4

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|------------|------|--|
| Art | 270. | Northern Renaissance Art. (4) |
| | 272. | Baroque Art. (4) |
| Music | 222. | Seminar in Eighteenth Century Music. (4) |
| | 223. | Seminar in Nineteenth Century Music. (4) |
| Philosophy | 341. | Kant. (4) |
| | 352. | Hegel, Kierkegaard, and Nietzsche. (4) |
| Religion | 368. | The Protestant and Catholic Reformations. (4). |

Health and Exercise Science

Paul M. Ribisl, Chair

Wake Forest Professor W. Jack Rejeski

Professors Michael J. Berry, Stephen P. Messier, Paul M. Ribisl

Professor Emeritus William L. Hottinger

Associate Professors Peter H. Brubaker, Patricia A. Nixon

Associate Professor Emeritus Leo Ellison

Assistant Professors Anthony P. Marsh, Shannon L. Mihalko, Gary D. Miller

Instructors Donald Bergey, Johnnie O. Foye, David H. Stroupe, Sharon K. Woodard

The purpose of the Department of Health and Exercise Science is to organize, administer, and supervise (1) *a health and exercise science curriculum* and (2) *a required/elective health and exercise science program* consisting of conditioning activities and lifetime sport activities.

HEALTH AND EXERCISE SCIENCE REQUIREMENT

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case by the end of the second year.

COURSES IN BASIC INSTRUCTION AND ELECTIVE HEALTH AND EXERCISE SCIENCE

All the 100-level courses listed below are for one credit each, and they can only be taken once for credit except Health and Exercise Science 180 and 183 which may be repeated once.

100. Lifestyle and Health. A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

101. Exercise for Health. A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

112. Sports Proficiency. (May be taken only one time.)

116. Weight Training.

150. Beginning Tennis.

151. Intermediate Tennis.

156. Racquetball.

160. Beginning Golf.

161. Intermediate Golf.

163. Bowling.

170. Volleyball.

- 179. Beginning Horseback Riding.** (P/F grade only)
- 180. Intermediate/Advanced Horseback Riding.** (P/F grade only. May be repeated once for credit.)
- 181. Snow Skiing.** (P/F grade only)
- 182. Beginning Ice Figure Skating.**
- 183 Intermediate/Advanced Ice Figure Skating.** (May be repeated once for credit)
- 190. Karate.**

COURSES FOR THE MAJOR

The department offers a program leading to the bachelor of science degree in health and exercise science. A major requires thirty-eight credits and must include Health and Exercise Science 262, 312, 350, 351, 352, 353, 354, and 370. Majors are not allowed to apply any Health and Exercise Science 100-level courses or Health and Exercise Science 205 or 206 toward the thirty-eight hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department. Students interested in majoring in health and exercise science should consult the coordinator of the department's undergraduate program as soon as possible after entering the University.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.3 in the major, a minimum overall grade point average of 3.0, and complete an honors research project which includes a written and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's Web site at www.wfu.edu/Academic-departments/Health-and-Exercise-Science/.

201. Health Issues on College Campuses - I. (2) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. (P/F grade only.) P—Permission of instructor.

202. Health Issues on College Campuses - II. (2) Development and delivery of educational programs on a variety of health issues relevant to college students. (P/F grade only.) P—Health and Exercise Science 201.

205. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

206. Lifeguard Training. (2) A lifeguard training course that offers American Red Cross certifications in CPR for the professional rescuer, community first aid, lifeguard training, and waterfront lifeguarding.

232. Emergency Medical Training. (2) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway

management; cardiopulmonary resuscitation; O₂ therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered. (Credit not allowed for both Health and Exercise Science 230 and 232.)

262. Statistics in the Health Sciences. (4) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (A student receiving credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 380.)

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. (P/F grade only, open only to majors.) P—Permission of instructor.

311. Internship in Rehabilitation. (2) A semester experience in the campus rehabilitation programs. This experience includes written case study analyses of selected patients with a focus upon risk factor assessment and review of multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. (Pass/fail only; open only to majors.) P—Permission of instructor.

312. Exercise and Health Psychology. (4) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—Health and Exercise Science 262 or permission of instructor.

350. Human Physiology. (4) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 111, 112, or 214, or permission of instructor.

351. Nutrition and Weight Control. (4) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—Health and Exercise Science 350 or permission of instructor.

352. Human Gross Anatomy. (4) A lecture/laboratory course in which the structure and function of the human body are studied. Laboratories are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems.

353. Physiology of Exercise. (4) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—Health and Exercise Science 350 or permission of instructor.

354. Assessment Techniques in Health Sciences. (4) A lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology.

The laboratory will emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P—Health and Exercise Science 262, 350, and 352 or permission of instructor.

355. Exercise Programming. (2) A lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—Health and Exercise Science 353 and 354, or permission of instructor.

360. Epidemiology. (4) An introduction to basic determinants of the incidence of chronic disease in the population and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues will be analyzed by formal statistical modeling. P—An applied statistical methods course, such as Anthropology 380, Business 202, Biology 380, Health and Exercise Science 262, Psychology 211, Sociology 380, Math 358, or Math 256.

370. Biomechanics of Human Movement. (4) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—Health and Exercise Science 352 or permission of instructor.

375. Advanced Physiology of Exercise. (4) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise and metabolic consequences of exercise. P—Health and Exercise Science 353 or permission of instructor.

380. Physical Activity and Aging. (4) A lecture course which examines both normal/abnormal aging from a physiological perspective and explores how aging and chronic disease affect performance of activities of daily living, including vocational and recreational activities. The potential of regular physical activity to delay or reverse the deleterious effects of aging and degenerative disease is investigated. P—Permission of instructor.

382. Individual Study. (1-4) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. P—Majors only and permission of instructor.

386. Honors Research. (4) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—Permission of instructor, approval of departmental honors committee, and prior completion of a 2 credit Individual Study.

SPORTS MEDICINE *

201. Basic Athletic Training. (3) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

302. Advanced Athletic Training. (4) An in-depth analysis of preventive measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. P—Health and Exercise Science 352.

*Inquiries should be directed to the athletic trainer in Sports Medicine.

Health Policy and Administration

(Interdisciplinary Minor)
Michael S. Lawlor (Economics), Director

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public policy or administrative roles in health care could benefit from the minor. The course work requires the following five courses (four credits each), for a total of twenty credits, plus some notable prerequisites (see individual course descriptions for details):

REQUIRED COURSES:

Health Policy and Administration	150. Introduction to Public Health. (4)
	250. Internship in Health Policy and Admin. (4)
Health and Exercise Science	360. Epidemiology of Physical Activity. (4)
Economics	240. The Economics of Health and Medicine. (4)
Elective	

Choose one course from the following electives:*

Anthropology	362. Medical Anthropology. (4)
Biology	396. Biomedical Ethics. (4)
Humanities	390. Interdisciplinary Seminar on Aging. (4)
Philosophy	161. Medical Ethics. (4)
Health and Exercise Science	312. Exercise and Health Psychology. (4)
	380. Physical Activity and Aging. (4)
Sociology	335. Sociology of Health and Illness. (4)
	336. Sociology of Health Care. (4)
	337. Aging in Modern Society. (4)
Women's Studies	321. Interdisciplinary Seminar on Women's Health Issues. (4)
Psychology	322. Psychopharmacology. (4)

**(Other electives may be added as the curriculum evolves. Check with the director of the program for a complete list.)*

Since many of the required courses involve prerequisites students should plan ahead to ensure they can meet all of the requirements in four years. The following schedule suggestions may be helpful:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Lower Division requirements, including Economics 150	Economics 205, Accounting 110 or Business 295 (must be a junior or senior), Applied Statistics (various departmental courses)	Health Policy and Administration 150, Health and Exercise Science 360	Economics 240, Health Policy and Administration 250

150. Introduction to Public Health. (4) Survey of the basic structure of the health care system in the United States. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration. P—Accounting 110 or Accounting 111 or Business 295.

250. Internship in Health Policy and Administration. (4) A semester experience in a health care policy or health care administration organization. Students will work in conjunction with a director who is a researcher on a public health science research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. P—Health Policy and Administration 150, permission of instructor. Open only to senior health policy and administration students.

History

Michael L. Hughes, Chair
Reynolds Professor Paul D. Escott
Wake Forest Professor James P. Barefield
Professors J. Edwin Hendricks, Michael L. Hughes, Thomas E. Mullen,
Michael L. Sinclair, J. Howell Smith, Alan J. Williams, Richard L. Zuber
Associate Professors Simone M. Caron, Michele K. Gillespie,
William K. Meyers, Anthony S. Parent Jr., Sarah L. Watts
Assistant Professors Joanne Izbicki, Jeffrey D. Lerner,
Susan Z. Rupp, Claire S. Schen
Visiting Assistant Professors Robert Beachy, Jama Mohamed

The major in history consists of a minimum of thirty-six credits and must include History 288 or 310, one course in premodern history, and a minimum of seven credits in each of the following three fields: European history; Latin American, Asian, or African history; and United States history. Courses at the 100-level count toward the major but do not count toward the field distribution.

Majors may include within the required thirty-six credits up to eight credits of advanced placement or comparable work and up to four credits of any combination of independent study and directed reading other than the credits earned in History 397.

A minor in history requires twenty-four credits. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the Ph.D.

101. Western Civilization to 1700. (4) A survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

1027. Formation of Europe: Habsburg Empire and its Successor States. (4) The development of Central and East-central Europe as a multiethnic unity under the Habsburgs, 1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. (Meets Division III history requirement) *Offered only in Vienna.*

103. World Civilizations to 1500. (4) A survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

104. World Civilizations since 1500. (4) A survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

162. History of Wake Forest University. (2) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

211. Colloquium. (1-4)

222. The Renaissance and Reformation. (4) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

2253. History of Venice. (4) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

2260. History of London. (2,4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

- 2262. The Golden Age of Burgundy.** (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*
- 2263. Venetian Society and Culture.** (4) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*
- 2280. Georgian and Victorian Society and Culture.** (4) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*
- 232. European Historical Novels.** (2) The role of the historical past in selected works of fiction.
- 251, 252. The United States.** (4,4) Political, social, economic, and intellectual aspects. 251: Before 1865; 252: After 1865. Students who take History 253 may not take either of these courses for credit.
- 253. The United States.** (4) A topical survey combining 251 and 252. Not open to students who take either 251 or 252.
- 287, 288. Honors in History.** (4,4) 287: Seminar on problems of historical synthesis and interpretation. All honors students must take History 287; 288: Writing of a major research paper. Permission of instructor.
- 301. The Beginnings of the Modern World-View.** (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also listed as Natural Sciences 301 and Philosophy 231.)
- 302. The Mechanistic View of Nature.** (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are “machines” subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as Interdisciplinary Honors 252, Natural Sciences 302, and Philosophy 242.)
- 303. Revolutions in Modern Science.** (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as Interdisciplinary Honors 253 and Natural Sciences 303.)
- 305. Modern Science and Human Values.** (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Interdisciplinary Honors 256 and Natural Sciences 352.)
- 306. The Early Middle Ages.** (4) European history from the end of the Ancient World to the mid-twelfth century, stressing social and cultural developments.
- 307. The High Middle Ages Through the Renaissance.** (4) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

308. The World of Alexander the Great. (4) An examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Special emphasis placed on the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, as well as the achievements and limitations of Hellenistic Civilization.

309. Europe: From Renaissance to Revolution. (4) A survey of European history from the fifteenth to the eighteenth century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

313, 314. European Economic and Social History, 1300-1990. (4,4) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300-1750; 314: 1750-1990.

315. Greek History. (4) The development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.

316. Rome: Republic & Empire. (4) A survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.

317. The French Revolution and Napoleonic Empire. (4) The revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

319. Germany to 1871. (4) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

320. Germany: Unification to Unification, 1871-1990. (4) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

321. France to 1774. (4) The history of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.

322. France since 1815. (4) The history of France from the restoration of the monarchy to the Fifth Republic.

323, 324. Great Britain. (4,4) A survey of British history. Topics include religion, revolution and reform, war, poverty and poor relief, women, social and economic change, and empire. 323: To eighteenth century; 324: Eighteenth century to present.

3260. The Industrial Revolution in England. (4) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

- 328. History of the English Common Law.** (4) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.
- 330. Race, Religion, and Sex in Early Modern Europe.** (4) This course explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires.
- 331. Russia: Origins to 1865.** (4) A survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II.
- 332. Russia and the Soviet Union: 1865 to the Present.** (4) A survey of patterns of socioeconomic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse.
- 333. European Diplomacy, 1848-1914.** (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.
- 337. Gender in Early America.** (4) The history of gender roles from the colonial period to the mid-nineteenth century. Examines the social constructions of femininity and masculinity and their political and cultural significance.
- 338. Gender in Modern America.** (4) The history of gender relations from the late-nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.
- 339. The History of American Medicine.** (4) Analysis of the changing approaches to healing in American history. Examines indigenous systems, the introduction of European methods, the attempts to professionalize in the nineteenth century, the incorporation of modern techniques, and the reemergence of natural approaches in the twentieth century.
- 340. African American History.** (4) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.
- 341. History of Women in Modern Asia.** (4) A survey of the political, economic, and cultural experiences of women in China, Taiwan, Japan, Vietnam, India, Pakistan, and Bangladesh from the mid-nineteenth century to the present.
- 342. The Middle East before 1500.** (4) A survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. The course provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era.
- 343. Imperial China.** (4) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions.
- 344. Modern China.** (4) A study of China from 1644 to the present.
- 345. The Middle East since 1500.** (4) A survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the

rise and demise of the Ottoman and Safvid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges.

346. Japan before 1600. (4) A survey of Japanese history from early origins to the beginning of the Tokugawa shogunate. Covers the rise of the Yamato state, the age of the Court, the ascendancy of samurai and shoguns, the period of the Warring States, and the rule of Hideyoshi.

3471. Japan During the Tokugawa Era. (4) A study of the years 1600-1868 when the Tokugawa shogunate governed Japan. Topics include the relative domestic peace and cultural vitality of the 17th and 18th centuries, as well as the intellectual and political ferment of the early 19th century. Taught in Hiratsuka, Japan (Tokai University), the course will incorporate visits to sites and museums connected with the Tokugawa era.

347. Japan since World War II. (4) A survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years.

348. Japan since 1600. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

350. Global Economic History. (4) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states.

351. United States Social History I. (4) Examines various aspects of American social history from the colonial period to the mid-nineteenth century, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.

352. United States Social History II. (4) Examines various aspects of American social history from the late-nineteenth century to the present, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (2,4) National progress and problems during an era of rapid industrialization. The course may be divided into halves for two credits each: (a) *the Gilded Age*; (b) *the Progressive Era*.

- 359. The United States from World War I through World War II.** (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.
- 360. The United States since World War II.** (4) Trends and changes in the nation from World War II to the present.
- 361. Economic History of the United States.** (4) The economic development of the United States from colonial beginnings to the present.
- 362. American Constitutional History.** (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.
- 363, 364. The South.** (4,4) Geography, population elements, basic institutions, and selected events.
- 366. Studies in Historic Preservation.** (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.
- 367, 368. North Carolina.** (4,4) Selected phases of the development of North Carolina from the colonial period to the present. 367: To 1850; 368: Since 1850.
- 369. Modern Military History.** (4) Making war in the modern era, with special attention to the social context of military activity.
- 370. Topics in North Carolina History.** (4) A general chronological survey of North Carolina with emphasis on selected topics.
- 371. Winston-Salem/Forsyth County.** (4) A history of the Winston-Salem/Forsyth County area using techniques of local history including archives, museums, and oral history. Lectures, readings, and class projects.
- 372. Introduction to African History.** (4) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents will be stressed.
- 373. History of Mexico.** (4) An examination of the history of Mexico from the colonial period to the present.
- 374. Protest and Rebellion in Latin America.** (4) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.
- 375. Modern Latin America.** (4) A survey of Latin-American history since independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.
- 376. Civil Rights and Black Consciousness Movements.** (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as Religion 341.)
- 3760. Anglo-American Relations since 1940.** (4) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*

377. **American Diplomatic History.** (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.
378. **Struggles for Freedom in Southern Africa and the United States.** (4) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as Religion 348.)
379. **Origins of The Americas.** (4) A unified, comparative history of North, Central, and South America from ancient times to the present.
380. **America at Work.** (4) This course examines the people who built America from 1750 to 1945. Themes include free labor versus slave labor, the impact of industrialization, the racial and gendered realities of work, and the growth of organized labor and its political repercussions.
- 381, 382. **Preservation Practicum I, II.** (4,4) Training in the techniques and skills of historical preservation. Emphasis will vary according to the specific site(s) involved. P—Permission of instructor.
- 393, 394. **American Foundations I, II.** (4,4) Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, invites twenty students to study with five professors from various disciplines through lectures, discussions, and concerts, including a study tour to New York City. (Taught in the summer; students enroll for both courses.)
397. **Historical Writing Tutorial.** (2) Individual supervision of historical writing to improve a project initiated in History 288 or History 310. P—Permission of instructor. (Does not count toward major or minor requirements.)
398. **Individual Study.** (1-4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.
399. **Directed Reading.** (1-4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

(Interdisciplinary Minor)

William S. Hamilton, Coordinator

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Reynolds Professor of American Studies Maya Angelou

Associate Professors Robert L. Utley Jr., Ulrike Wiethaus

Assistant Professor Candyce Leonard

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in humanities. It requires a total of twenty credits. Candidates for the minor are required to take Humanities 280, Reason and Revelation, and 290, Innovation and Inclusivity. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, eight more credits are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill divisional requirements of the College or the requirements of the major. The minor concludes with a four-credit project in Humanities 396 supervised by a member of the humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

170. Understanding Japan. (4) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

Humanities courses 213-222 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenev, Dostoevsky, Ibsen, and Kafka. Satisfies a Division I requirement.

216. Romance Literature. (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.

217. European Drama. (4) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.

218. Eastern European Literature. (4) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. Satisfies a Division I requirement.

- 219. Introduction to Japanese Literature.** (4) Major works of poetry, drama and fiction from the classical and modern periods. Satisfies a Division I requirement.
- 221. Introduction to Chinese Literature.** (4) Readings and discussions in fiction, drama and poetry from the traditional and modern periods. Satisfies a Division I requirement.
- 222. African and Caribbean Literature.** (4) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. Satisfies a Division I requirement.
- 2287. Viennese Culture from 1860 to 1914.** (4) A study of late nineteenth and early twentieth century Vienna⁵ as reflected in the matrix of the city's civic and artistic life. *Offered in Vienna.*
- 230. Women Writers in Contemporary Italy.** (4) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)
- 235. After Auschwitz: Holocaust Literature, Art, and Theology.** (4) A survey of the ways in which novelists, poets, theologians, and culture critics have struggled to come to terms with the cataclysmic events of the Shoah. The course will consider textual, visual, and architectural responses such as poetry, films, memorials, and paintings.
- 245. Interdisciplinary Seminar in Critical Thinking.** (2) An investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.
- 251. The Asian-American Experience: Literature and Personal Narratives.** (4) An introduction to the writings and narratives of Asian-Americans, examining the process of assimilation, the effects of immigration and cultural conflict on literary forms of expression, and the formation of new cultural identities.
- 2561. Beijing: A Study of Chinese Religion and Politics.** (4) A study of the religion and politics in the recent history of China, beginning with the founding of present Beijing in the early Ming Dynasty.
- 265. Gender, Spirituality, and Art.** (4) An introduction to the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.
- 2661. The Politics of Transition in the People's Republic of China.** (4) A study of the sociopolitical geography of China beginning with the Communist revolution. Includes an examination of several contemporary Chinese policy problems. *Taught only in China, Fall, 1999.*
- 280. Reason and Revelation.** (4) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.
- 282. Public Life and the Liberal Arts.** (4) The course is devoted to topics of abiding public

significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

283. Foundations of Revolution in Modernity. (4) The subject as viewed through such representative writers as Machiavelli, Spinoza, Pascal, Hobbes, Locke, Rousseau, Flaubert, Eckermann, Hegel, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

285. Culture and Religion in Modern Native America. (4) An interdisciplinary survey of American Indian cultures, including the arts and literature, religions, and historical changes. Special emphasis is placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments.

2871. Twentieth-Century Japanese Fiction. (4) Readings of representative works, primarily novels, by several of Japan's foremost twentieth-century writers, including Soseki, Tanizaki, Kawabata, Dazai, Mishima, Oe, and others. To be taught in Tokai, Fall, 1999.

290. Innovation and Inclusivity. (4) An introduction to cultural innovation in the Twentieth Century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2) debates about political correctness and multiculturalism, and (3) strategies used by minority and non-Western voices.

320. Perspectives on the Middle Ages. (4) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: a.) Medieval Women; b.) Medieval Constructs of Gender, Race, and Class; c.) Love and War in the Middle Ages; d.) The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub-topics.

325. Ethics and the Professions. (4) An examination of the nature of a profession, and of ways in which ethical issues arise in the practice of particular professions and how they can be dealt with. Focus will be on standards of professional conduct and ways in which they contribute to the solution of ethical problems. Specific issues arising in specific professions, such as law, medicine, and education, will serve as detailed case studies for the purpose of discussion.

337. World Poetry in Dramatic Performance. (2) A study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students will be required, after eight class meetings, to perform in a public presentation. Pass/fail only.

338. Selected Readings in African and African American Cultural History. (4) This course provides opportunity for selected readings in and study of African and African American cultural history. Informed and active participation of students in discussion of the readings is required.

343. The Philosophy of Liberation in Literature. (4) The concept of freedom as found in the works of such writers as Frederick Douglass, Kobo Abe, Wole Soyinka, Germaine Greer, Paule Marshall, Franz Fanon, Garcia Lorca, and James Baldwin.

- 344. African Culture and Its Impact on the United States.** (2) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. Pass/fail only.
- 347. Women Writers in Japanese Culture.** (4) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred.
- 353. African and Caribbean Women Writers.** (4) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.
- 355. Forms and Expressions of Love.** (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Interdisciplinary Honors 249.)
- 357. Images of Aging in the Humanities.** (4) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Honors 257.)
- 358. Studies in Contemporary Leadership.** (4) An examination of contemporary leadership theory and its various applications in society. Students will engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact-hour internship is required.
- 360. The Promise and Perils of the Nuclear Age.** (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Interdisciplinary Honors 254.)
- 361. Dante I.** (2) A study of the *Vita Nuova* as apprenticeship to the *Divina Commedia*, and of the first half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West.
- 362. Dante II.** (2) A study of the second half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—Humanities 361 or permission of instructor.
- 365. Humanity and Nature.** (4) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Honors 265.)
- 380. Literature, Film, and Society.** (4) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit, but no more than four credits may count toward East Asian Studies or a minor in Asian Studies.

382. Italian Cinema and Society. (4) A survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.

383. Italian Fascism in Novels and Films. (4) Description in the coordinator's office.

385. Legends of Troy. (4) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (2 or 4) A study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—Permission of instructor.

396. Individual Study. (2-4) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

Interdisciplinary Honors

James P. Barefield, Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4,4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

- 133, 134. Approaches to Human Experience II.** (4,4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*
- 233. Darwinism and the Modern World.** (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.
- 235. The Ideal Society.** (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.
- 236. The Force of Impressionism.** (4) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.
- 237. The Scientific Outlook.** (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.
- 238. Romanticism.** (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.
- 239. Man and the Irrational.** (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.
- 240. Adventures in Self-Understanding.** (4) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.
- 241. The Tragic View.** (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.
- 242. The Comic View.** (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.
- 244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.
- 246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.
- 247. The Mythic View.** (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).
- 248. The Ironic View.** (4) An investigation of the ironic view of life in literature, art, history, theater, and film.

- 249. Forms and Expressions of Love.** (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Humanities 355.)
- 250. Ethical Dilemmas in the Arts and Sciences.** (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.
- 254. The Promise and Perils of the Nuclear Age.** (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry.
- 257. Images of Aging in the Humanities.** (4) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Humanities 357.)
- 258. Venice in Art and Literature.** (4) An exploration of what Venice has meant to non-native artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.
- 265. Humanity and Nature.** (4) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Humanities 365.)
- 281. Directed Study.** (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

International Studies

(Interdisciplinary Minor)

Pia Christina Wood, Coordinator

Associate Professor Ian M. Taplin (Sociology)

The minor in International Studies consists of a total of twenty credits. Candidates for the minor are required to take International Studies 150 and sixteen other credits in International Studies from an approved list available in the Center for International Studies. These may include any INS course other than INS 100* or 101*. No more than eight of the twenty credits for the minor can be taken in a single department. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. Students should consult with the Director of International Studies as soon as they declare the minor. For more information contact the Center for International Studies or the registrar's office.

INS 150. Introduction to International Studies. (4) Applies theoretical assumptions and methods to the analysis of selected global issues.

INS 210. Japanese and American Culture: A Cross-Cultural Comparison. (4) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

INS 220. Forms of Orientalism. (4) The history of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. Case studies, particularly of the Middle East and the Indian subcontinent.

INS 221. The Causes of War and the Conditions of Peace. (4) An interdisciplinary examination of the causes of violent international conflict and of the conditions for maintaining or restoring peace. Key concepts and issues will be explored through an extensive use of case studies of actual conflicts.

INS 363/SOC 363. Global Capitalism. (4) An analysis of changing patterns of industrial organization, market, and labor relations, and institutional frameworks that have resulted from the growth of an integrated global capitalist economy.

The following courses do not count for the minor but are designed to ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: International Studies 100 and 101.

***100. Study Abroad.** (1-4) Credit awarded to ensure that students participating in a full-time overseas program, as verified by the Center for International Studies, receive credit equal to a full semester's work on campus. (A full semester's work at Wake Forest is defined, for this purpose, as sixteen credits.) P/F grade only.

***101. Overseas Study.** (1-3) Directed reading and/or field work as part of an approved overseas program under the supervision of the program director or the Center for International Studies. The keeping of a journal and submission of an end of program evaluation are required. P—Permission of the instructor.

Italian Studies

(Foreign Area Study)

Antonio Vitti (Romance Languages), Coordinator

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take Italian through the 215 level, plus three courses from the following groups, at least one each from Groups II and III. (See course descriptions under appropriate listings.)

I. LITERATURE

Classics	264.	Greek and Roman Comedy. (4)
	272.	A Survey of Latin Literature. (4)
Humanities	213.	Studies in European Literature. (4) (appropriate topics and approval)
	214.	Contemporary Fiction. (4) (appropriate topics and approval)
	216.	Romance Literature. (4)
	217.	European Drama. (4) (appropriate topics and approval)
	230.	Women Writers in Contemporary Italy. (4)
	361, 362.	Dante I and II. (2,2)
Italian	216.	Introduction to Italian Literature II. (4) (or any Italian course above 215)

II. FINE ARTS

Art	245.	Roman Art. (4)
	268.	Italian Renaissance Art. (4)
	2693.	Venetian Renaissance Art. (4) (offered in Venice)
Humanities	382.	Italian Cinema and Society. (4)
	383.	Italian Fascism in Novels and Films. (4)
Music	181.	Music History I. (3)
	182.	Music History II. (3)
	206.	Survey of Opera. (4)
	220.	Seminar in Medieval and Renaissance Music. (3,4)
	221.	Seminar in Baroque Music. (3,4)

III. HISTORY AND THE SOCIAL SCIENCES

Classics	271.	Roman Civilization. (3)
History	222.	The Renaissance and Reformation (4)
	2253.	History of Venice. (4) (offered in Venice)
	2263.	Venetian Society and Culture. (4) (offered in Venice)
	335, 336.	Italy (4,4)
	398.	Individual Study (1-4) (if directed toward Italy)

Students may also take appropriate courses in anthropology, economics, politics, psychology, religion, and sociology in the Venice program, and appropriate individual study topics in these departments. To graduate with a Certificate in Italian studies, students must contact the registrar's office during the spring semester of the senior year. Request that a copy of your transcript be sent to the Department of Romance Languages for approval.

Journalism

(Minor)

Wayne King, Coordinator

Adjunct Lecturers Justin Catanoso, Michael Horn

The minor in journalism consists of twenty credits, including Journalism 270, 276, and either 272 or 280; Journalism 284 does not count toward the minor. In addition to the required twenty credits, minors in journalism are strongly advised to take Economics 150 and 221. The remaining courses must be selected from among the following:

Accounting	110.	Introduction to Financial and Management Accounting (4)
Communication	115.	Writing for Radio-TV Film (4)
	211.	Media Production: Studio (4)
	245.	Introduction to Mass Communication (4)
Economics	150.	Introduction to Economics (4)
	221.	Public Finance (4)
Journalism	272 or 280.	(whichever was not chosen as a required course)
	278.	History of Journalism (4)
	282.	Investigative Reporting (4)
Politics	217.	Politics and the Mass Media (4)

JOURNALISM COURSES

270. Introduction to Journalism. (4) Fundamentals of news-writing, news judgment, and news gathering, including computer-assisted reporting and research. Intensive in-class writing.

272. Editing. (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on video display terminal. P—English 270.

273. Writing for Radio-TV-Film. (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials). (Also listed as Communication 115.)

274. Media Production: Studio. (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory. (Also listed as Communication 211.)

275. Introduction to Mass Communication. (4) A historical survey of mass media and an examination of major contemporary media issues. (Also listed as Communication 245.)

276. Advanced Journalism. (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270 or permission of instructor.

- 277. Politics and the Mass Media.** (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events. (Also listed as Politics 217.)
- 278. History of Journalism.** (4) A study of the development of American journalism and its English origins, with attention to broad principles of mass communication from its beginnings through the Internet.
- 280. Journalism, Ethics, and Law.** (4) Explores ethical problems confronting journalists, including such things as the public's right to know, invasion of privacy, censorship, coverage of politics and elections, objectivity, and race, gender, and bias in news reporting, against a background of laws pertaining to areas such as libel and national security. P—English 270 or permission of instructor.
- 282. Investigative Reporting.** (4) Explores the methods and resources used in investigative journalism—tracing individuals through public records, Freedom of Information Act requests, and specialized interview techniques. P—Permission of instructor.
- 284. The Essay.** (2) Primarily for those interested in writing for publication. Emphasis on writing techniques.
- 286. Writing for Public Relations and Advertising.** (2,4) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Permission of Instructor. (Also listed as Communication 117.)
- 298. Internship.** (2) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.
- 299. Individual Study.** (2-4) A course of independent study with faculty guidance. By pre-arrangement.

Latin American Studies

(Interdisciplinary Minor)

Mary Friedman (Romance Languages), Coordinator

The minor in Latin American studies provides an opportunity for students to undertake a multidisciplinary study of the history, geography, economics, politics, and culture of Latin America and the Caribbean. It consists of a total of twenty credits, only four of which may count toward the student's major. Candidates for the minor are required to take Latin American Studies 210, *Introduction to Latin American Studies*. In addition, candidates must elect at least sixteen credits of coursework on Latin America. No more than eight of these sixteen credits may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

210. Introduction to Latin American Studies. (4) Introduction to the historical, economic, cultural, and social issues which shape Latin America.

- 220. Afro-Cuban Cultural Expressions.** (4) A comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture.
- 310. Special Topics in Latin American Studies.** (4) Selected topics in Latin American Studies; topics vary from year to year.

Students may choose from the following list of electives in designing their minor:

Anthropology	383, 384. Field Research in Cultural Anthropology. (4) 385, 386. Special Problems Seminar.* (4)
Economics	251. International Trade. (4) 252. International Finance. (4) 258. Economic Growth and Development. (4)
History	373. History of Mexico. (4) 374. Protest and Rebellion in Latin America. (4) 375. Modern Latin America. (4)
Music	210. Survey of Latin American Music. (4)
Politics	236. Government and Politics in Latin America. (4) 242. Problems in Comparative Politics.* (4) 292. Seminar in Comparative Politics.* (4)
Spanish	218. Literary and Cultural Studies of Spanish America. (4) 219. Grammar and Composition. (4) 223. Latin American Civilization. (4) 319. Advanced Grammar and Composition. (4) 329. Introduction to Spanish for Business. (4) 351. Transgressing Borders: Identity in Latin American and U.S. Latino Literature. (4) 353. Indigenous Myth in Spanish American Literary Art. (4) 354. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (4) 361. Latin American Cinema. (4) 362. Spanish American Poetry. (4) 363. Contemporary Spanish American Theatre. (4) 364. Spanish American Short Story. (4) 365. Spanish American Novel. (4) 367. Colonial Spanish America. (4) 369. Imagined “White” Nations: Race and Color in Latin America. (4)

Five-Year BA/MA Degree Program Option. Students who choose to minor in Latin American Studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin American Studies at Georgetown University in Washington, D.C. This program allows outstanding students interested in Latin America to begin work towards an interdisciplinary master's degree in Latin American Studies while still under-

graduates at Wake Forest, and to complete both degrees within a five-year period. The bachelor of arts degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. See pages 67 and 181 of the bulletin for complete details. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of politics.

Linguistics

(Interdisciplinary Minor)

M. Stanley Whitley (Romance Languages), Coordinator

The interdisciplinary minor in linguistics requires Linguistics 150, Introduction to Linguistics, and sixteen additional credits. Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The sixteen credits in addition to Linguistics 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

LINGUISTICS COURSES

150. Introduction to Linguistics. (4) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use.

231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Women's Studies 231.)

301. Semantics and Language in Communication. (4) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Communication 301.)

310. Sociolinguistics and Dialectology. (4) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P—Linguistics 150 or permission of instructor.

330. Introduction to Psycholinguistics and Language Acquisition. (4) A psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

340. Topics in Linguistics. (4) An interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender.

P—Linguistics 150 or permission of instructor.

351. Comparative Communication. (2,4) A comparison of communicative and linguistic processes in one or more national cultures with those of the United States. (Also listed as Communication 351.)

351A *Japan*

351B *Russia*

351C *Great Britain*

351D *Multiple Countries*

351 E *China (Also listed as Linguistics 351)*

375. Philosophy of Language. (4) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. P—Permission of instructor. (Also listed as Philosophy 375.)

383. Language Engineering: Localization & Terminology. (4) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P—Permission of instructor.

398, 399. Individual Study. (1-4,1-4) A reading and research course designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—Linguistics 150 and permission of instructor.

HISTORICAL LINGUISTICS

(See course descriptions under appropriate department listings.)

English 304. History of the English Language. (4)

Russian 232. The History of the Russian Language. (4)

Spanish 321. History and Structure of the Spanish Language. (4)

RELATED TOPICS

(See course descriptions under appropriate department listings.)

Classics 220. Greek and Latin in Current Use. (3)

Com. 351. Comparative Communication. (2,4)

English 390. The Structure of English. (4)

French 222. French Phonetics. (4)

Russian 230. The Structure of Russian. (4)

Spanish 322. Spanish Phonology. 4)

Students intending to minor in linguistics should consult the coordinator of linguistics in the Department of Romance Languages, preferably during their sophomore year.

Mathematics

Richard D. Carmichael, Chair

Reynolds Professor Robert J. Plemmons

Wake Forest Professor John V. Baxley

Professors Richard D. Carmichael, Elmer K. Hayashi, Fredric T. Howard,

Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May

Associate Professors Edward E. Allen, James L. Norris III, Stephen B. Robinson

Assistant Professors Hugh N. Howards, Miaohua Jiang

Visiting Assistant Professors Richard H. Hammack, David W. Lyons

Instructors Janice Blackburn, Jule M. Connolly, David C. Wilson

A major in mathematics can be achieved by satisfying the requirements listed below for either the bachelor of arts or bachelor of science in mathematics. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

The bachelor of arts in mathematics requires Mathematics 111, 112, 113, 121, 211 or 311, and 221 with at least four additional four-credit courses numbered higher than 113 (excluding 381), at least two of which must be numbered above 300.

The bachelor of science in mathematics requires Mathematics 111, 112, 113, 121, 221, 311, 391, and 392 with at least five additional four-credit courses numbered higher than 113 (excluding 381), at least three of which must be numbered above 300.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least four credits each numbered higher than Mathematics 106, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 113 and 301; for both Mathematics 121 and 302; or for both Mathematics 303 and 317.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are participation in the annual Putnam examination and the COMAP contest in mathematical modeling; meetings of the mathematics club; seminars and courses which build upon the regularly scheduled course offerings; and student research with faculty.

The Department of Mathematics and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 254, 255; Economics 150, 205, 207, 210, 211, 215, 218; and three additional courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and the Department of Economics.

The Department of Mathematics and the Wayne Calloway School of Business and Accountancy offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of no more than fifty-six credits, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: Mathematics 253, 256, 301 (or 113), 302 (or 121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of two additional four-credit courses chosen from among mathematics and business, not both courses chosen from business, with the mathematics courses being chosen from four-credit courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: Mathematics 111, 112, Accounting 111, 112, Business 100, Economics 150, and Communication 110. Computer Science 111, 112, and Mathematics 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Calloway School.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or the joint majors. To be graduated with the designation “Honors in Mathematics,” “Honors in Mathematical Business,” or “Honors in Mathematical Economics,” students must satisfactorily complete a senior research paper. To graduate with “Honors in Mathematics” or “Honors in Mathematical Business,” majors must have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics at other institutions to satisfy divisional requirements.

105. Fundamentals of Algebra and Trigonometry. (2,3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

106. Calculus Foundations. (5) Functions, the trigonometric functions, limits, continuity, derivatives, differentials, anti-derivatives, the fundamental theorem of calculus. Intended for students with no previous calculus experience; all others should take Mathematics 111 or higher, as appropriate. In particular, credit is not allowed to students who have taken the AB, BC, or IB advanced placement calculus test. Course includes evaluation of pre-calculus skills.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111. Calculus with Analytic Geometry I. (5) A review of differential calculus, followed by a complete treatment of integral calculus, including applications, the transcendental

functions, techniques of integration, indeterminate forms, improper integrals, and polar coordinates. Intended for students with previous calculus experience.

112. Calculus with Analytic Geometry II. (5) Sequences, Taylor's formula, and infinite series, including power series. Basic multivariable calculus, including parametric equations, partial derivatives with applications to optimization problems, and double integrals.

113. Multivariable Calculus. (4) The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green's, Stokes', and divergence theorems. Credit not allowed for both Mathematics 113 and 301.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra I. (4) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302.

165. Problem Solving Seminar. (1 or 2, P/F) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

211. Advanced Calculus. (4) A rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both Mathematics 211 and 311.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—Mathematics 121.

251. Ordinary Differential Equations. (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.

254. Optimization Theory. (2) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—Mathematics 113 and Mathematics 121.

255. Dynamical Systems. (2) An introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space methods. Applications to problems in economics, including optimal management of renewable resources. P—Mathematics 113 and Mathematics 121.

256. Statistical Methods. (4) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary.

301. Vector Analysis. (2) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any

major offered by the department except for the major in mathematical business. Credit not allowed for both Mathematics 113 and 301. P—Mathematics 112.

302. Matrix Algebra. (2) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 121 and 302.

303. Complex Variables. (2) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—Mathematics 112.

304. Applied Partial Differential Equations. (2) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—Mathematics 251.

311, 312. Introductory Real Analysis I, II. (4,4) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. Credit not allowed for both Mathematics 211 and 311.

317. Complex Analysis I. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—Mathematics 113.

322. Modern Algebra II. (4) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—Mathematics 221.

324. Linear Algebra II. (4) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—Mathematics 121 and Mathematics 221.

326. Numerical Linear Algebra. (4) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. P—Mathematics 112 and Mathematics 121.

331. Geometry. (4) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

334. Differential Geometry. (4) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—Mathematics 113.

345, 346. Elementary Theory of Numbers I, II. (4,4) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem.

347. Graph Theory. (4) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms.

- 348, 349. Combinatorial Analysis I, II.** (4,4) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.
- 352. Partial Differential Equations.** (4) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—Mathematics 113 and Mathematics 251.
- 353. Mathematical Models.** (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences.
- 355. Introduction to Numerical Methods.** (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.
- 357, 358. Mathematical Statistics I, II.** (4,4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 112, or P—Permission of instructor.
- 361. Selected Topics.** (2,3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.
- 381. Individual Study.** (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.
- 391. Senior Seminar Preparation.** (1) Independent study or research directed by a faculty advisor by pre-arrangement with the adviser.
- 392. Senior Seminar Presentation.** (1) Preparation of a paper, followed by a one-hour oral presentation based upon work in Mathematics 391.

Medieval Studies

(Interdisciplinary Minor)

Gillian Overing and Gale Sigal (English), Coordinators

The interdisciplinary minor in medieval studies requires twenty-four credits, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive six credits (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.) Courses may be chosen from the following list. (See course descriptions under appropriate listings.)

Art	252. Romanesque Art. (4)
	253. The Gothic Cathedral. (4)
	254. Luxury Arts in the Middle Ages. (4)
	267. Early Italian Renaissance Art. (4)
	296. Art History Seminar: b. Medieval Art. (2,4)
English	305. Old English Language and Literature. (4)
	310. The Medieval World. (4)
	311. The Legend of Arthur. (4)
	312. Medieval Poetry. (4)
	315. Chaucer. (4)
French	320. British Drama to 1642. (4)
	370. Seminar in French Studies. (4)
	<i>Periodically offered in Medieval Studies</i>
	249. German Literature before 1700. (4)
	306. The Early Middle Ages. (4)
History	307. The High Middle Ages Through the Renaissance. (4)
	310. Seminar: Jerusalem. (4)
	335. Italy. Medieval and Renaissance. (4)
	342. The Middle East Before 1500. (4)
	320. Perspectives on the Middle Ages. (4)
Humanities	361. Dante I. (2)
	362. Dante II. (2)
	220. Seminar in Medieval and Renaissance Music. (3,4)
	232. Ancient and Medieval Philosophy. (4)
	367. The Mystics of the Church. (4)
Religion	372. History of Christian Thought: b. Medieval and Reformation Thought. (2,4)
	331. Medieval Spain: A Cultural and Literary Perspective. (4)
	260. History of Western Theatre I (Beginnings to 1642). (4)

Students intending to minor in medieval studies should consult one of the coordinators, preferably during the sophomore year.

Military Science

Lieutenant Colonel James R. Page II, Professor
Assistant Professors Major Joseph P. Colebaugh,
Major Brian K. Coppersmith, Major Jimmy E. Hall,
Major Dennis J. Scheuermann
Instructor Master Sergeant Gregory Campbell

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve forces components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course is composed of four core courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a co-requisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets, and then only when beginning their sophomore year. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Basic Camp). The Advanced Course is composed of four core courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a co-requisite, and a five-week Advanced Camp, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

114. Leadership. (2) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

116. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

117, 118. Leadership Laboratory. (0,0) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science core courses. Pass/fail only. C—Any other military science core course. P—Permission of the professor of military science, except when required as explained above.

121. Introduction to Army ROTC and the US Army. (2) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—Military Science 117 or 118, as appropriate.

122. Introduction to Military Leadership. (2) Introduction to military leadership, planning, organizing, communication skills and problem analysis. Techniques of motivation

and management of subordinates. Examination of moral issues, requirements and dilemma of the military profession. P—Military Science 121 or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

123. Land Navigation and Terrain Analysis. (2) A study of the methods of land navigation and terrain analysis for military operations. P—Military Science 121 and 122, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

124. Tactics and Leadership in the US Army. (2) An introduction to planning, organizing, and conducting military ground operations, with a consideration of the principles of war. Focuses on current leadership doctrine within the Army. P—Military Science 121, 122, and 123, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

225. Military Operations. (2) An in-depth study of the principles of combined arms operations. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science). C—Military Science 117.

226. Advanced Military Operations. (2) A continuation of Military Science 225 with an emphasis on the leadership aspect of combined arms operations. Specific preparation for the AROTC Advanced Camp. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225. C—Military Science 118.

227. Leadership and Management in the US Army I. (2) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 and 226. C—Military Science 117.

228. Leadership and Management in the US Army II. (2) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 through 227. C—Military Science 118.

229. American Military History. (4) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. P—Permission of the professor of military science. Credit not allowed for this course if credit has been earned for History 369.

Music

David B. Levy, Chair

Professors Susan Harden Borwick, Stewart Carter, Louis Goldstein,

David B. Levy, Dan Locklair (Composer-in-Residence)

Associate Professors Peter Kairoff, Teresa Radomski

Assistant Professor and Director of Choral Ensembles Brian Gorelick

Assistant Professors Jacqui Carrasco, Richard E. Heard

Director of Bands C. Kevin Bowen

Director of Orchestra David Hagy

Instructor Patricia Dixon

Part-time Instructor Kathryn Levy

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music History 181, 182, six credits; ten credits of individual instruction; and four credits of ensemble, taken in four semesters) plus six semesters of Music Recitals 100 and twelve credits of elective courses in music, excluding ensembles and Music 165-169, 175-179. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during their first year and are required to audition typically during the second semester of their sophomore year before officially being admitted to the program. Students interested in majoring or minoring in music should consult the chair of the department as soon as possible after entering the University.

Highly qualified majors may be invited by the music faculty to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must have a 3.0 overall grade point average and a 3.5 grade point average in courses in the major. In addition, the candidate must be nominated for this honor by a music faculty member and must complete one of the following requirements: (1) an honors-level research paper, (2) an analysis project, (3) an original composition, (4) a lecture-recital, (5) a solo recital, (6) a chamber-music recital, (7) a solo concert with ensemble, or (8) a conducting project. More information is available from the music department.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of individual instruction (performance level must be equal to the level expected of majors at the time of the audition); six credits of music electives (excluding ensemble); and four semesters of Music Recitals 100. Each minor will be assigned an adviser in the music department and is encouraged to begin individual lessons, Music 171, and Music 100 as early as possible.

Regarding ensemble requirements for the major or minor in music, students who, upon the advice of their private instructor, take the audition in voice must fulfill the ensemble requirement by singing in Music 112, 115, and/or 116. Students who, upon the advice of their private instructor, take the audition on a band or orchestral instrument must fulfill the ensemble requirement by performing on that instrument in Music 113, 117, 119, and/or 121.

GENERAL MUSIC

100. Recitals. (0) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements will be established at the beginning of each semester.) Six semesters are required of music majors; four semesters are required of music minors. (P/F only)

101. Introduction to the Language of Music. (4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division V requirement. For students not majoring in music.

109. Introduction to the Music of World Cultures. (4) A survey of music in selected societies around the world. Topics will be selected from the following areas of concentration: India, East Asia, sub-Sahara Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Satisfies the Division V requirement.

110. Writing about the Arts. (4) Training in expository writing; frequent essays based on music and other arts experiences on campus and in the community, and on readings in music and the arts. Fulfills the basic requirement in English. P—Permission of instructor and the Department of English.

MUSIC THEORY

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the music major or minor.

106. Electronic Music Lab. (2) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in Music Computer Lab. P—Music 101, 104, or permission of instructor.

171. Music Theory I. (4) Music fundamentals (key signatures, scales, modes, intervals, chords), simple part-writing, sight-singing, rhythmic skills, keyboard harmony. *Fall*. Designed for Music majors and minors.

172. Music Theory II. (4) Seventh chords, secondary chords, mutated chords, part-writing, basic counterpoint, basic musical forms, ear training, sight-singing, rhythmic skills, keyboard harmony. *Spring*. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythmic skills, keyboard harmony. *Fall*. P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythmic skills, keyboard harmony. *Spring*. P—Music 173.

- 272. Analysis Seminar.** (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—Music 174 or permission of instructor.
- 273. Composition.** (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.
- 280. Orchestration.** (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Spring*. P—Music 174, 182, or permission of instructor.

MUSIC HISTORY

- 130. African-American Art Song.** (4) A survey of the art songs of African-American composers of the nineteenth and twentieth century. The emphasis in the course will be on song for solo voice and piano, with some discussion of works for voice and orchestra or chamber ensemble. P—Permission of instructor.
- 181. Music History I.** (3) History of western art music from the ancient Greeks to 1750. Satisfies the Division V requirement. *Fall*. P—Music 171 or permission of instructor.
- 182. Music History II.** (3) History of western art music from 1750 to the present. Satisfies the Division V requirement. *Spring*. P—Music 171, 181, or permission of instructor.
- 203. History of Jazz.** (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 207. Music in America.** (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers.
- 208. Women and Music.** (4) A historical overview of women musicians in society. Counts toward a minor in women's studies.
- 210. Survey of Latin American Music.** (4) A survey of art, folk, and popular musical styles in Latin America and their impact on music of other cultures. Divided into three areas of study: the Caribbean, Central America, and South America. May count as a requirement towards the Latin American studies minor.
- 212. Music in the Church.** (4) Function of church musicians and the relationship of their work to the church program. Offers to musician and non-musician alike historical overview, hymnody survey and other church music related topics through class and guest lectures and practical seminars. *Offered fall semester of odd years*. P—Permission of instructor.
- 213. Beethoven.** (4) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—Music 101 or permission of instructor.
- 215. Philosophy of Music.** (4) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns.
- 220. Seminar in Medieval and Renaissance Music.** (3,4) A study of music before 1600, its theory, notation, and performance practices. P—Music 174, 182, or permission of instructor.

- 221. Seminar in Baroque Music.** (3,4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182, or permission of instructor.
- 222. Seminar in Eighteenth Century Music.** (3,4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182, or permission of instructor.
- 223. Seminar in Nineteenth Century Music.** (3,4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182, or permission of instructor.
- 224. Seminar in Twentieth Century Music.** (3,4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182, or permission of instructor.
- 230. History of Musical Instruments.** (4) Historical overview of the form and function of musical instruments from the Middle Ages to the present. Emphasis on instruments in art music of Western Europe and the United States. P—Music 101, 181, 182, or permission of instructor.
- 284. Music Literature Seminar.** (4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—Music 101 or permission of instructor.
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| <i>a. Orchestral Literature</i> | <i>d. Guitar Literature</i> |
| <i>b. Choral Literature</i> | <i>e. Vocal Literature</i> |
| <i>c. Piano Literature</i> | <i>f. Opera</i> |

HONORS AND INDIVIDUAL STUDY

- 297. Senior Project.** (1,2,3, or 4) A major project varying in format according to the student's area of concentration. By pre-arrangement.
- 298. Individual Study.** (1,2,3, or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.
- 299. Honors in Music.** (1,2,3, or 4) Individual study for honors candidates who have fulfilled the specific requirements.

ENSEMBLE

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

- 111. Opera Workshop.** Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.
- 112A. Collegium Musicum Vocal.** An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. P—Audition.
- 112B. Collegium Musicum Instrumental.** An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

- 113. Orchestra.** Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.
- 114. Madrigal Singers.** A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.
- 115. Concert Choir.** A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P—Audition.
- 116. Choral Union.** A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.
- 117. Marching Deacons Band.** Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall*. P—Permission of instructor.
- 118. Wind Ensemble.** Study and performance of music for mixed chamber ensembles of winds, brass, and percussion. P—Audition.
- 119. Symphonic Band.** Study and performance of music for symphonic band. Regular performances on and off campus. *Spring*. P—Permission of instructor.
- 120. Small Chamber Ensemble.** Study and performance of music for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.
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| <i>a. percussion ensemble</i> | <i>e. brass</i> |
| <i>b. flute choir</i> | <i>f. woodwind</i> |
| <i>c. string</i> | <i>g. guitar</i> |
| <i>d. saxophone</i> | <i>h. mixed</i> |
- 121. Jazz Ensemble.** Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

INDIVIDUAL INSTRUCTION

Courses in individual instruction are open to students with the permission of the instructor on a space available basis. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with individual instruction. An individual instruction music fee is charged for all individual instruction. (See page 23 of this bulletin for specific information regarding the fee.)

108. Alexander Technique for Musical Performers. (1) An educational process that uses verbal and tactile feedback to teach improved use of the student's body by identifying and changing poor and inefficient habits that cause stress, fatigue, and pain in the musical performer. This is a course designed to teach the musician how to perform with a minimum of physical effort and maximum expression. Meets two hours per week. Pass/fail.

161. Individual Instruction. (1) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

<i>a. violin</i>	<i>g. clarinet</i>	<i>m. baritone</i>	<i>t. electric bass</i>
<i>b. viola</i>	<i>h. bassoon</i>	<i>n. tuba</i>	<i>v. voice</i>
<i>c. cello</i>	<i>i. saxophone</i>	<i>o. organ</i>	<i>w. recorder</i>
<i>d. bass</i>	<i>j. trumpet</i>	<i>p. piano</i>	<i>x. viola da gamba</i>
<i>e. flute</i>	<i>k. French horn</i>	<i>q. percussion</i>	<i>y. harpsichord</i>
<i>f. oboe</i>	<i>l. trombone</i>	<i>r. guitar</i>	

261. Individual Instruction. (2,3, or 4) May be repeated for credit. P—Permission of instructor.

165j. Class Brass. (1) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. *Spring.* P—Permission of instructor.

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165q. Class Percussion. (1) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—Permission of instructor.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—Music 165r.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. *Fall.*

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P—Music 165v or permission of instructor.

167v. Theatrical Singing I: Class Voice. (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.) *Fall.*

168v. Theatrical Singing II: Class Voice. (1) Continuation of theatrical singing techniques with increased study and performance of musical theater repertoire. P—Music 167v or permission of instructor. (One hour per week.)

169. Musical Theater Practicum. (1) For vocalists or instrumentalists who participate in a departmentally sponsored theatrical production. May not be counted toward a major or minor in music. Credit may be earned in a given semester for either Music 169 or Theatre 283, but not both. Course may be repeated for no more than 4 credits. Pass/fail only. P—Permission of instructor.

175v. Advanced Voice Class. (1) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 166v or permission of instructor.

177v. **Advanced Theatrical Singing.** (1) Development of advanced theatrical singing technique and performance of musical theater repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 168v or permission of instructor.

190. **Diction for Singers.** (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

282. **Conducting.** (4) A study of conducting techniques; practical experience with ensembles. *Offered spring semester of odd years.* P—Music 174 or permission of instructor.

Natural Sciences

Dudley Shapere, Reynolds Professor of
Philosophy and History of Science

301. **The Beginnings of the Modern World-View.** (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the pre-Socratic philosophers, Plato, and Aristotle. (Also listed as History 301 and Philosophy 231.)

302. **The Mechanistic View of Nature.** (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are “machines” subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302 and Philosophy 242.)

303. **Revolutions in Modern Science.** (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303.)

320. **The Universe of Modern Science.** (4) A survey of the contemporary scientific picture of the universe and its evolution, and of the major evidence for that picture.

351. **Philosophy of Science.** (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of the instructor. (Also listed as Philosophy 373.)

352. **Modern Science and Human Values.** (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as History 305.)

396. **Individual Study.** (1-4) Individual projects in the philosophy and history of science. By invitation only.

Neuroscience

(Interdisciplinary Minor)

Wayne L. Silver (Biology), Coordinator

The Neuroscience Minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level and examine subjects, ranging from the molecular pharmacology of brain function to the mind-body problem.

The minor requires a minimum of twenty credits, ten of which must include the Neuroscience courses (200, 300, 391) described below. At least one semester of research in neuroscience is required for the minor (Neuroscience 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty. Ten credits must come from the elective courses listed below. (See course descriptions under appropriate listings.) One of the elective courses must come from outside the student's major department.

200. Introduction to Neuroscience. (4) An interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

300. Neuroscience Seminar. (4) Consideration of current neuroscience topics. Presentations by faculty on the Reynolda Campus or the Wake Forest University School of Medicine of current research are followed by student led discussions. Readings from the primary literature will accompany the presentations. P—Neuroscience 200.

391. Research in Neuroscience. (2) Supervised independent laboratory investigation in neuroscience.

Biology	323. Animal Behavior (5)
	346. Neurobiology (5)
	364. Sensory Biology (5)
	354. Vertebrate Endocrinology (5)
	351. Vertebrate Physiology (5)
Psychology	320. Physiological Psychology (4)
	322. Psychopharmacology (4)
	323. Animal Behavior (4)
	329. Perception (4)
	331. Cognition (4)
	333. Motivation of Behavior (4)

Physics	304. Physics of Medical Imaging (4)
	303. Biophysics (4)
Philosophy	374. Philosophy of Mind (4)
Health and Exercise Science	312. Exercise and Health Psychology (4)
Computer Science	379. Artificial Intelligence (4)

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

Philosophy

Win-chiat Lee, Chair

Worrell Professor Robert M. Helm

Professors Thomas K. Hearn Jr., Marcus B. Hester, Charles M. Lewis

Associate Professors Ralph C. Kennedy III, Win-chiat Lee

Assistant Professors Andrew A. Cross, Josefine C. Nauckhoff

Visiting Assistant Professors Michael V. Griffin, H. Lee Overton, N. Dane Scott

Lecturer Hanna M. Hardgrave

Instructor Eric E. Brandon

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The thirty-six credits in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in logic (selected from Group II), three courses in the history of philosophy (one from each of Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires twenty credits in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply in the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade point average of at least 3.0 and a grade point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II

in the fall and spring semesters, respectively, of their senior year. The credits earned in these two courses do not count toward the thirty-six credits required of all majors.

GROUP I—INTRODUCTION TO PHILOSOPHY

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

GROUP II—LOGIC

121. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

221. Symbolic Logic. (4) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

GROUP III—CLASSICAL ANCIENT PHILOSOPHY

231. Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also offered as History 301 and Natural Sciences 301.)

232. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111.

331. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or permission of instructor.

332. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or permission of instructor.

GROUP IV—CLASSICAL MODERN PHILOSOPHY

241. Modern Philosophy. (4) A survey of major philosophers from Descartes to Kant. IP—Philosophy 111.

242. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also offered as History 302, Interdisciplinary Honors 252, and Natural Sciences 302.)

341. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or permission of instructor.

342. Studies in Modern Philosophy. (4) Treatment of selected figures and/or themes in seventeenth- and eighteenth-century European philosophy. P—One 200-level course in philosophy or permission of instructor.

GROUP V—OTHER HISTORY

251. American Philosophy. (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C.S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111.

252. Contemporary Philosophy. (4) A study of the principal works of several representative twentieth-century philosophers. P—Philosophy 111.

253. Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also offered as Religion 380.)

254. Existentialism. (4) A study of existentialist treatment of such topics as the self, meaning, identity, nihilism, freedom, and commitment. Authors studied may include Kierkegaard, Dostoyevsky, Nietzsche, Kafka, Heidegger, Beckett, and Sartre. P—Philosophy 111.

351. Early German Idealism. (4) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or permission of instructor.

352. Hegel, Kierkegaard, and Nietzsche. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or permission of instructor.

353. Heidegger. (4) An examination of the structure and development of Heidegger's philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or permission of instructor.

354. Wittgenstein. (4) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or permission of instructor.

GROUP VI—TOPICS IN PHILOSOPHY

161. Medical Ethics. (4) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources.

162. Ethics and Public Policy. (4) A critical examination of the ethical foundations of public policy issues. Topics may include: euthanasia, censorship, racial and gender equality, drugs, sexual conduct, and crime.

163. Environmental Ethics. (4) An examination of ethical issues concerning the environment as they arise in individual lives and public policy. These issues are discussed in the context of fundamental questions regarding the adequacy of traditional philosophical frameworks for thinking about the relationship between humans and the nonhuman world and the value and moral status of the nonhuman world.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111.

262. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111.

361. Topics in Ethics. (2-4) P—One 200-level course in philosophy or permission of instructor.

362. Social and Political Philosophy. (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or permission of instructor.

171. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

371. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or permission of instructor.

372. Philosophy of Religion. (4) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or permission of instructor.

373. Philosophy of Science. (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of instructor.

374. Philosophy of Mind. (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—One 200-level course in philosophy or permission of instructor.

375. Philosophy of Language. (4) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. P—One 200-level course in philosophy or permission of instructor. (Also listed as Linguistics 375.)

381. Topics in Epistemology. (4) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or permission of instructor.

382. Topics in Metaphysics. (4) P—One 200-level course in philosophy or permission of instructor.

GROUP VII—HONORS AND INDEPENDENT STUDY

385. Seminar. (2-4) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—Permission of instructor.

391. Honors I. (2) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

392. Honors II. (2) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—Philosophy 391.

395. Independent Study. (2-4)

Physics

George Eric Matthews, Chair

Reynolds Professor Richard T. Williams

Professors Keith D. Bonin, George M. Holzwarth, Natalie A. W. Holzwarth,

William C. Kerr, George Eric Matthews, Howard W. Shields

Associate Professors Paul R. Anderson, Eric D. Carlson

Assistant Professors Daniel B. Kim-Shapiro, Gregory B. Cook

Adjunct Professors Monroe J. Cowan, George B. Cvijanovich

Adjunct Associate Professors Frederic H. Fahey, Peter Santago

Adjunct Assistant Professor John D. Bourland

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of science degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The BS degree is designed for students planning careers in physics.

The bachelor of science degree in physics requires thirty-two credits in physics and must include the following courses: 113, 114, 141, 162, 165, 166, and 230. The remaining eight credits may be satisfied with any other 300-level courses in the department. Mathematics 251 also is required. Depending on what other physics courses the student takes, additional mathematics courses may be required; e.g., Mathematics 301 is a prerequisite for Physics 339. The BS degree in physics requires forty-eight credits in physics and must include the following courses: 113, 114, 141, 162, 165, 166, 230, 301, 302, 343, 344, 346, 337, 339, 340, and 351. The remaining credits may be satisfied with any other 300-level course in the department. In addition, Mathematics 251, 301, 302, and 304 are required; Mathematics 303 and Computer Science 111 are strongly recommended.

A typical schedule for the first two years:

First Year

Basic and divisional requirements

Physics 113, 114

Mathematics 111, 112

Foreign language

Sophomore

Basic and divisional requirements

Physics 141, 162, 165, 166

Mathematics 251, 302, 304

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five year BS/MS program. This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program. A candidate for the 3-2 engineering program would also complete three years of the bachelor of science physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

A minor in physics requires twenty-two credits, which must include the courses 113, 114, 141, and 162. A minor in astrophysics requires twenty-two credits and consists of the courses 113, 114, 141, 310, and 312. Students interested in either minor should so

advise the faculty member responsible for advising physics majors (inquire in Olin Physical Laboratory Room 100).

If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department.

Physics courses satisfying Division II requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass Physics 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a grade point average of 3.5 in physics and 3.0 overall.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

109. Astronomy. (5) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

110. Introductory Physics. (5) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. Credit not allowed for both 110 and 113. Lab—two hours.

113, 114. General Physics. (5,5) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and premedical students. C—Mathematics 111, 106, or equivalent. P—113 is prerequisite for 114. Lab—two hours.

120. Physics and Chemistry of the Environment. (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113. (Also listed as Environmental Studies 225.)

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 114 and Mathematics 111. C—Physics 165.

162. Mechanics. (4) A study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. The course includes extensive use of computers. P—Physics 113 and Mathematics 111 or equivalent.

- 165, 166. Intermediate Laboratory.** (1,1) Experiments on mechanics, modern physics, electronics, and computer simulations. C—Physics 141 (for Physics 165); Physics 162 (for Physics 166). P—Physics 165 (for Physics 166).
- 230. Electronics.** (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—Physics 114.
- 301, 302. Physics Seminar.** (0,0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.
- 307. Biophysics.** (4) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods will be emphasized. P—Physics 113, 114 as well as Biology 112 or 214 or permission of instructor.
- 304. Physics of Medical Imaging.** (4) Physical principles of x-ray computed tomography (CT), positron emission tomography (PET), single-photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), and ultrasonic imaging. P—Physics 113, 114 as well as Math 111-112 or permission of instructor.
- 310. Extragalactic Astronomy and Cosmology.** (4) Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—Physics 114, 141.
- 312. Introduction to Stellar Astronomy.** (4) The physics of stellar atmospheres and interiors. Topics covered include radiation transfer, absorption and emission of radiation, formation of spectra, models for stellar interiors, nuclear fusion reactions, and stellar evolution. Methods of measuring distances to stars and interpretation of stellar spectra also will be included. P—Physics 114, 141, Mathematics 301.
- 320. The Physics of Macromolecules.** (4) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—Physics 351 or Chemistry 341 or Biology 371.
- 330. Data Acquisition and Analysis.** (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.
- 337. Analytical Mechanics.** (2) The Lagrangian and Hamiltonian formulations of mechanics with applications. This course is taught in the first half of the fall semester. P—Physics 162, Mathematics 251.
- 339, 340. Electricity and Magnetism.** (2,3) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. Physics 339 is taught in the second half of the fall semester, following Physics 337. Physics 340 is taught in the first three-fourths of the spring semester. These should be taken in sequence. P—Physics 114, Mathematics 251 and 301.
- 343, 344. Quantum Physics.** (4,4) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—Physics 141 and Mathematics 251.

- 346. Advanced Physics Laboratory.** (1) Lab—three hours. P—Physics 166 and Physics 343.
- 351. Thermodynamics and Statistical Mechanics.** (4) Introduction to classical and statistical thermodynamics and distribution functions.
- 352. Physical Optics and Optical Design.** (5) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.
- 354. Introduction to Solid State Physics.** (4) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—Physics 343.
- 381, 382. Research.** (2-4, 2-4) Library, conference, computation, and laboratory work performed on an individual basis.

Politics

Kathy B. Smith, Chair

Worrell Professor of Anglo-American Studies David Coates

Professors David B. Broyles, Jack D. Fleer, Charles H. Kennedy,

Richard D. Sears, Kathy B. Smith

Associate Professors Katy J. Harriger, Wei-chin Lee,

David P. Weinstein, Helga A. Welsh

Assistant Professors Andrew O. Rich, Peter M. Siavelis

Visiting Professors Michael A. Gorkin, Jerry Pubantz

Visiting Associate Professor Yomi Durotoye

Visiting Assistant Professor John J. Dinan

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits, at least two-thirds of which must be completed at Wake Forest University. The courses must include the following: (a) at least one non-seminar course in each of the four fields of politics listed above; (b) at least one politics seminar course (290s). No more than eight credits may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. No more than four credits for any one or any combination of the following courses may be counted toward the major: Politics 287, 288, or 289. Transfer credits toward the major will be awarded on an individual case-by-case basis at the discretion of the chairperson. A minimum grade point average of 2.0 in all courses completed in politics at Wake Forest is required for graduation with the major.

To be graduated with the designation "Honors in Politics," a candidate must have a 3.2 overall grade point average and a 3.5 Politics grade point average. In addition, the candidate's seminar paper upon the completion of Politics 291, 292, 293, or 294 must be accepted by the department honors committee. The candidate is required to take Politics 285, which may not be counted toward the thirty-six-credit requirement for the major. For additional information, department faculty members should be consulted.

Politics majors who minor in Latin American studies also have the opportunity to pursue a Five-Year Cooperative BA/MA Degree Program at Georgetown University in Washington, DC. See pages 67 and 153 for details.

The minor in politics consists of twenty credits. No more than eight credits may be taken toward the minor from introductory courses (100-level courses). No more than four credits for any one or any combination of the following courses may be counted toward the minor: Politics 287, 288, or 289. Sixteen of the credits must be taken at Wake Forest. Transfer credits toward the minor will be awarded on an individual case-by-case basis at the discretion of the chairperson. A minimum grade point average of 2.0 in all courses completed in politics at Wake Forest is required for graduation with the minor.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, 115, or 116. Students who are not majors in politics may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

AMERICAN POLITICS

113. American Government and Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

210. Major Topics in Public Policy. (2,3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics which surround them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

211. Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administration emphasizing policymaking in government agencies.

215. Citizen and Community. (4) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community.

P—Permission of instructor.

216. U.S. Social Welfare Policy. (4) An analysis of U.S. social policymaking and policy outcomes on issues such as welfare, education, health care, and Social Security, with an emphasis on historical development and cross-national comparison.

- 217. Politics and the Mass Media.** (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.
- 218. Congress and Policymaking.** (4) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.
- 220. The American Presidency.** (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.
- 222. Urban Politics.** (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.
- 223. Blacks in American Politics.** (4) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.
- 225. American Constitutional Law: Separation of Powers and the Federal System.** (4) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.
- 226. American Constitutional Law: Civil Liberties.** (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to first-year students.
- 227. Politics, Law, and Courts.** (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.
- 229. Women and Politics.** (4) The course examines classical and contemporary arguments regarding the participation of women in politics, as well as current policy issues and changes in women's political participation.

COMPARATIVE POLITICS

- 114. Comparative Government and Politics.** (4) An analysis of political institutions, processes, and policy issues in selected countries. Case studies will be drawn from Africa, Asia, Europe, and Latin America.
- 231. Western European Politics.** (4) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention will be given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.
- 232. Politics in Russia and Eastern Europe.** (4) Analysis of the political, economic, and social patterns of the region, emphasizing the internal dynamics of the political and economic transition processes currently underway.

- 233. The Politics of Modern Germany.** (4) A study of the historical legacy, political behavior, and governmental institutions of contemporary Germany (newly unified Germany).
- 234. United Kingdom Politics in a Global Age.** (4) The purpose of this course is to introduce the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions.
- 236. Government and Politics in Latin America.** (4) Comparative analysis of the institutions and processes of politics in the Latin American region.
- 237. Comparative Public Policy in Selected Industrialized Democracies.** (4) An analysis of public policy choices involving such matters as health care, education, environment, and immigration in Western Europe and the United States.
- 238. Comparative Economic Development and Political Change.** (4) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of what we now recognize as industrialized democracies, evolving Communist systems and command economies, and "Third World" countries.
- 239. State, Economy, and International Competitiveness.** (4) The purpose of this course is to introduce a range of important case studies of national economic performance, and to do so in such a manner as to illustrate the role of public policy in economic performance in a number of leading industrial economies (the United States, United Kingdom, Germany, Sweden, and Japan).
- 242. Topics in Comparative Politics.** (4) An intensive study of one or more major problems in contemporary comparative politics.
- 244. Politics and Literature.** (4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists.
- 245. Ethnonationalism.** (4) This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.
- 246. Politics and Policies in South Asia.** (4) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.
- 247. Islam and Politics.** (4) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main focuses. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others.
- 248. Government and Politics of China.** (4) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.
- 249. Government and Politics of Japan.** (4) A survey of the political institutions and processes in Japan. Attention also is given to the relationship between politics and economics.

INTERNATIONAL POLITICS

- 116. International Politics.** (4) A survey of the forces which shape relations among states and some of the major problems of contemporary international politics.
- 252. Topics in International Politics.** (4) An intensive study of one or more major problems of contemporary international politics.
- 253. International Political Economy.** (4) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.
- 254. American Foreign Policy: Contemporary Problems.** (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.
- 256. Nuclear Weapons and National Security.** (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives are considered and special attention is given to contemporary debates over the possession and control of nuclear weapons.
- 259. The Arab-Israeli Conflict.** (4) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.
- 260. East Asian International Relations.** (4) An analytical survey of the bilateral and multilateral political relations of the East Asian states, with particular emphasis on the security relations and economic interactions.
- 261. International Law and Organizations.** (4) Examination of the theoretical and substantive problems relating to the development and functioning of international law and international organizations and their contributions to international politics. Topics such as the United Nations system, human rights, and the law of the sea are considered.
- 267. America in Vietnam: Myth and Reality.** (4) An analysis of American policy toward Vietnam, with special emphasis on the period of 1954-75. The focus is on the relationship between American policies and the problems posed by Vietnamese and American cultures.

POLITICAL PHILOSOPHY

- 115. Political Philosophy.** (4) A survey of major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.
- 270. Ethics and Politics.** (4) A seminar on ethical reasoning and politics. Representative philosophers include Hume, Kant, Mill, Moore, Ayer, Hare, and MacIntyre.
- 271. Plato, Aristotle, and Classical Political Philosophy.** (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

- 273. Marx, Marxism and the Aftermath of Marxism.** (4) An examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of 20th century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.
- 274. Noble Greeks and Romans.** (4) The good man and the good citizen as comprehended in classical political philosophy. Representative writers are Aristotle, Plutarch, Aquinas, and Shakespeare.
- 275. American Political Philosophy.** (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, modern political scientists, and radical critics.
- 278. Modern Political Philosophy.** (4) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation, and citizenship. Select writings, for example, include Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls.
- 279. Varieties of Philosophical Liberalism.** (4) A study of varieties of 20th century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Rawlsian liberalism, and communitarianism, with special focus on rival conceptions of freedom and on utilitarianism and its critics.

HONORS AND ADDITIONAL COURSES

- 280. Political Science Methods.** (4) An overview of the methods currently prominent in studying politics. Special attention is given to the relationships between theory, method, and findings by focusing on the need to make empirical observation systematic.
- 281. Forms of Orientalism.** (4) The politics of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. (Also listed as INS 220)
- 285. Honors Study.** (2) Directed study toward completion of the project begun in seminar courses (291, 292, 293, or 294) and oral defense of the paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 291, 292, 293, or 294.
- 287. Individual Study.** (2,3, or 4) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.
- 288. Directed Reading.** (1-4) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.
- 289. Internship in Politics.** (2,3, or 4) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield will have been taken prior to the internship. P—Permission of instructor.

SEMINARS

- 291. Seminar in American Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 292. Seminar in Comparative Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 293. Seminar in International Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 294. Seminar in Political Philosophy.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

Deborah L. Best, Chair

Wake Forest Professors Deborah L. Best, Mark R. Leary

Professors Robert C. Beck, Charles L. Richman

Associate Professors Terry D. Blumenthal, Christy M. Buchanan,

Dale Dagenbach, Catherine E. Seta, Cecilia H. Solano

Assistant Professors William W. Fleeson, Batja Gomes De Mesquita,

Karen L. Roper, James A. Schirillo, Eric R. Stone

Visiting Assistant Professors Marie M. O'Hara, Mark V. Pezzo, Mary M. Roufail

Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood

Adjunct Associate Professors C. Drew Edwards, Carol A. Shively

Adjunct Assistant Professors Phillip G. Batten, Jerry W. Noble,

Marianne A. Schubert, William W. Sloan Jr., Elizabeth H. Taylor

Adjunct Instructor Stephen W. Davis

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology.

Psychology 210 or 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 322, 335, 344, 357, 359, 364, 367, and 374.

It is recommended that students who are considering psychology as a major take Psychology 151 in their first year and Psychology 211 no later than the fall of their junior year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete at least one course from each of the following groups: 320, 323, 326, 329, 331, and 333; 341, 351, 355, and 362. No more than forty-eight psychology credits may be counted toward the graduation requirements of 144 credits. No more than four credits of directed study (280) or independent research (282) may be counted toward the forty credits required for the major; up to a maximum of six credits may be counted with more than forty credits in the major.

No more than twelve credits will be accepted for courses taken at other schools to be counted toward the major. With the exception of Psychology 151, specific courses required for the major must be taken at Wake Forest University. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

The minor in psychology requires twenty credits in psychology including: 151; 210 or 211; at least two of the following courses, at least one of which must be at the 300-level—241, 245, 255, 260, 268, 320, 323, 326, 329, 331, 333, and 362.

A minimum grade average of C on all courses attempted in psychology is required for graduation with either a major or minor in psychology.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation “Honors in Psychology,” the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted.

100. Learning to Learn. (2,3, or 4) A workshop designed primarily for first- and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third- and fourth-year students by permission of the instructor only. No prerequisites. Pass/fail only.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

210. Methods in Psychological Research. (4) An introduction to statistics and research design for students minoring in psychology. P—Psychology 151 and permission of instructor.

211, 212. Research Methods in Psychology. (5, 5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151 and permission of instructor.

238. Emotion. (4) Survey of theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—Psychology 151.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. Usually offered in summer. P—Psychology 151.

- 255. Personality.** (4) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—Psychology 151.
- 260. Social Psychology.** (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.
- 265. Human Sexuality.** (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.
- 268. Industrial/Organization Psychology.** (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.
- 270. Topics in Psychology.** (1,2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.
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| 270A <i>Child Development and Social Policy</i> | 270N <i>Liking and Loving Relationships</i> |
| 270B <i>Persuasion and Social Propaganda</i> | 270P <i>Animal Flying Behavior</i> |
| 270C <i>Psychology and the Law</i> | 270R <i>The Human Factor: Designing Your Own World</i> |
| 270E <i>Emotion</i> | 270S <i>Primate Cognition</i> |
| 270F <i>Social Psychology of Physical Activity</i> | 270U <i>The Self and Social Behavior</i> |
| 270H <i>Intelligence</i> | 270W <i>Judgment and Decision Making</i> |
| 270J <i>Memory</i> | 270X <i>Psychobiology</i> |
| | 270Y <i>Women, Health, and Culture</i> |
| | 270Z <i>Primate Models of Human Disorder</i> |
- 280. Directed Study.** (1-4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.
- 282. Independent Research.** (1-4) Independent reading or research conducted under faculty supervision. (P/F grade only.) P—Psychology 151 and approval of faculty member prior to registration.
- 313. History and Systems of Psychology.** (4) The development of psychological thought and research from ancient Greece to the present. P—Two psychology courses beyond 151 or permission of instructor.
- 320. Physiological Psychology.** (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 210 or 211 or permission of instructor.
- 322. Psychopharmacology.** (4) A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—Psychology 151.
- 323. Animal Behavior.** (4) A survey of laboratory and field research on animal behavior. P—Psychology 210 or 211 or permission of instructor.

- 326. Learning Theory and Research.** (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 210 or 211.
- 329. Perception.** (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 210 or 211.
- 331. Cognition.** (4) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—Psychology 210 or 211.
- 333. Motivation of Behavior.** (4) Survey of basic motivational concepts and related evidence. P—Psychology 210 or 211.
- 335. Fundamentals of Human Motivation.** (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.
- 341. Research in Developmental Psychology.** (4) Methodological issues and selected research in developmental psychology. Research projects required. P—Psychology 210 or 211.
- 344. Abnormal Psychology.** (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. Offered in the summer. P—Psychology 151.
- 346. Psychological Disorders of Childhood.** (4) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—Psychology 245 or 344 or permission of instructor.
- 351. Personality Research.** (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 210 or 211.
- 355. Research in Social Psychology.** (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 210 or 211.
- 357. Cross-Cultural Psychology.** (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.
- 359. Psychology of Gender.** (4) An exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—Psychology 151.
- 362. Psychological Testing.** (4) An overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—Psychology 210 or 211.
- 363. Survey of Clinical Psychology.** (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.

- 364. Prejudice, Discrimination, and Racism.** (4) A comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the United States. P—Psychology 151 or permission of instructor.
- 367. Effectiveness in Parent/Child Relations.** (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—Psychology 151.
- 374. Judgment and Decision Making.** (4) A theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved. P—Psychology 151.
- 381. Honors Seminar.** (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.
- 383. Honors Research.** (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.
- 392. Contemporary Problems in Psychology.** (4) Seminar treatment of current theory and research in several “frontier” areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.

Religion

Charles A. Kimball, Chair

Albritton Professor of the Bible Fred L. Horton Jr.

Easley Professor of Religion Stephen B. Boyd

University Professor James A. Martin Jr.

Professors John E. Collins, Charles A. Kimball

Adjunct Professor Bill J. Leonard

Associate Professors Kenneth G. Hoglund, Simeon Ilesanmi

Adjunct Associate Professor Mark Jensen

Visiting Associate Professor Phyllis R. Pleasants

Assistant Professors Mary F. Foskett, James Ford

Visiting Assistant Professor Elaine Swartzentruber

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the field of religion.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

A minor in religion requires twenty credits, eight of which must be above the 100-level. The required courses may include one pass/fail course if the course is offered on the pass/fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-seminary students should consult with a member of the department faculty in order to make optimal course selections in religion, psychology, history, communication, and other disciplines. Thoughtful planning will facilitate admission into the seminary program of their choice.

Highly qualified majors are encouraged to apply for admission to the honors program in religion. To graduate with the designation, Honors in Religion," a student must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements, the candidate may graduate with "Honors in Religion." For additional information, consult any member of the departmental faculty.

101. Introduction to Religion. (4) A study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor.

102. Introduction to the Bible. (4) A study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor.

103. Introduction to the Christian Tradition. (4) A study of Christian experience, thought, and practice. Focus varies with instructor.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

173. Problems of Religious Thought. (4) An introduction to central themes and issues in the history of religious thought, with special emphasis on contemporary developments and world religions.

- 218. Seminar in the Mediterranean World.** (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.
- 235. Passion, Mind, and Power.** (4) An examination of the relation between emotion, reason, and will in Christian ethical theory, ancient to modern, including feminist.
- 261. Foundations of Traditional Judaism.** (2) A study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and midrash.
- 262. Contemporary Judaism.** (2) A survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust and feminism.
- 263. Contemporary Catholicism.** (2) An introduction to recent thought and practice in the Roman Catholic Church.
- 266. Religious Sects and Cults.** (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.
- 267. The Baptists.** (2) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.
- 270. Theology and Modern Literature.** (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.
- 277. Faith and Imagination.** (4) A study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.
- 282. Honors in Religion.** (4) A conference course including directed reading and the writing of a research project.
- 285. Seminar in Early Christian Studies.** (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. May be repeated for credit. (Also listed as Classical Languages 285.)
- 286, 287. Directed Reading.** (1-4, 1-4) A project in an area of study not otherwise available in the department. P—Permission of instructor.
- 300. Meaning of Religion.** (4) A phenomenological study of different ways of defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.
- 301. Myth.** (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.
- 302. Mysticism.** (4) A study of mysticism from a multireligious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

- 303. Religion and Science.** (4) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.
- 310. The Prophetic Literature.** (4) An examination of the development and theological contents of the literary products of Israel's prophetic movement.
- 311. The Psalms.** (2,4) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for two credits and is a prerequisite for the second half.)
- 312. The Critical Study of the Pentateuch.** (4) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.
- 313. Near Eastern Archeology.** (4) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.
- 314. Ancient Israel and Her Neighbors.** (2) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.
- 315, 316. Field Research in Biblical Archeology.** (4,4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.
- 317. The Wisdom Literature.** (4) An examination of the development, literary characteristics and theological contents of the works of ancient Israel's sages.
- 318. Feminist Interpretations of the Bible.** (4) The application of feminist perspectives to the study of selected biblical texts.
- 319. Visions of the End: Jewish and Christian Apocalyptic.** (4) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.
- 320. The Search for Jesus.** (4) A study of issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.
- 321. Introduction to the New Testament.** (4) An intensive introduction to the literature of the canonical New Testament along with methodologies for its study.
- 322. The General Epistles.** (4) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.
- 323. The Parables of Jesus.** (4) An examination of the historical, social, cultural, and theological significance of the parables of Jesus as recorded in the synoptic gospels.
- 324. Early Christian Literature.** (4) An examination of various literatures and perspectives of the first three centuries of the Christian movement.
- 326. Early Christian Theologians: Paul.** (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.
- 327. Early Christian Theologians: The Fourth Evangelist.** (4) An examination of the Johannine interpretation of Jesus and the Christian faith.
- 328. The New Testament and Ethics.** (4) A study of selected ethical issues in the New

Testament within the context of Mediterranean culture.

329. New Testament and Theology. (4) A consideration of the implications of the critical study of the New Testament for theology.

330. Comparative Religious Ethics. (4) A comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.

331. Christian Ethics and Social Justice. (4) An inquiry from a Christian perspective into different theoretical and practical responses to issues of justice in society.

335. Christian Ethics and the Problem of War. (4) An examination of the causes and characteristics of war, various Christian responses to it, and approaches to peacemaking, with attention to selected contemporary issues.

337. The Authority of Scripture for Ethics. (4) An examination of theological questions resulting from the claim that the biblical canon has primary authority among the sources of Christian ethics.

339. Religion, Society, and Power in Africa. (4) An interdisciplinary study of the growth and transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes.

340. Men's Studies and Religion. (4) An examination of how masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics.

341. Civil Rights and Black Consciousness Movements. (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as History 376.)

342. Religion, Culture, and Modernity. (4) An inquiry into the origins and development of modernity as idea and ideology, with special emphasis on its significance for non-Western social and religious movements.

343. The City as Symbol. (4) A study of the city, past and present, as a unique repository and symbol of human values and aspirations.

345. The African-American Religious Experience. (4) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

347. The Emerging Church in the Two-Thirds World. (4) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities.

348. Struggles for Freedom in Southern Africa and the United States. (4) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as History 378.)

350. Psychology of Religion. (4) An examination of the psychological elements in the origin, development, and expression of religious experience.

- 351. Religion and Society.** (4) A study of religion as a social phenomenon and its relationship to political, economic, and other structures of society. (Also listed as Sociology 301.)
- 354. Religious Development of the Individual.** (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.
- 355. Theology of Pastoral Care and Counseling.** (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.
- 358. Twentieth Century Christian Theologians.** (4) A study of the major exponents of the Catholic, Protestant, and Orthodox traditions.
- 360. World Religions.** (4) An examination of the ideas and practices of major religious traditions in their historical and cultural context. Focus varies with instructor.
- 361. The Buddhist World of Thought and Practice.** (4) A survey of the development of Buddhism from India to Southeast Asia, China, Tibet, Japan, and the West, focusing on the transformation of Buddhist teachings and practices in these different social and cultural contexts.
- 362. Islam.** (4) An examination of the origins and development of Islam. Particular attention is given to the formation of Islamic faith and practice, as well as contemporary manifestations of Islam in Asia, Africa, and North America.
- 363. The Religions of Japan.** (4) A study of the central religious traditions in Japan, from pre-history to the present including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism.
- 364. Conceptions of the Afterlife.** (4) An examination of the variety of answers given to the question: "What happens after death?" Particular attention is given to the views of Jews, Christians, Muslims, Hindus, and Buddhists and the ways their views relate to life in this world.
- 365. History of Religions in America.** (4) A study of American religions from colonial times until the present.
- 366. Gender and Religion.** (4) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.
- 367. The Mystics of the Church.** (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.
- 368. The Protestant and Catholic Reformations.** (4) A study of the origin and development of Reformation theology and ecclesiology.
- 369. Radical Christian Movements.** (4) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.
- 370. Women and Christianity.** (4) A study of the roles and contributions of women within the Christian tradition throughout history and an analysis of the mechanisms of their oppression.
- 371. Sexuality and Christian Thought.** (4) A survey of theological responses to human sexuality with special emphasis on contemporary issues.

372. History of Christian Thought. (2,4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for two credits each.

372 (a) *Patristic Thought*

372 (b) *Medieval and Reformation Thought*

373. Cinema and the Sacred. (4) An investigation of select theological and religious themes in contemporary film.

374. Contemporary Christian Thought. (4) An examination of the major issues and personalities in modern theology.

375. Major Themes in Catholic Theology. (4) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.

376. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

377. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

378. Aesthetics and Religion. (4) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

380. The Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also listed as Philosophy 253.)

NEAR EASTERN LANGUAGES AND LITERATURE

111, 112. Elementary Hebrew. (4,4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

117. Akkadian I. (4) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of semitic languages. *On demand.*

118. Akkadian II. (4) A continuation of Akkadian 117 with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On demand.*

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *On demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.

Romance Languages

Candelas S. Gala, Chair

Professors Candelas S. Gala, Milorad Margitic,

Antonio C. Vitti, Byron R. Wells, M. Stanley Whitley

Associate Professors Jane W. Albrecht, Sarah E. Barbour,

Mary L. Friedman, Judy K. Kem,

Soledad Miguel-Prendes, Stephen Murphy,

Assistant Professors Victoria E. Campos, Ola Furmanek, Luis González,

Patricia Heid, Linda S. Howe, Salvador Anton Pujol,

María Teresa Sanhuesa, Kendall B. Tarte

Visiting Assistant Professors Elizabeth Mazza Anthony,

Christina Ball, Shaul Bassi (Venice)

Instructors Elizabeth Barron, Corrado Corradini, Elisabeth d'Empaire,

Rebekah L. Morris, Violeta Padrón-Bermejo, Jesús Pico-Argel,

Justin R. Peterson, María Rodríguez, Leticia I. Romo,

Christine E. Swain, Carlos Valencia

Adjunct Instructors Michel Bourquin, Jenny Puckett, Florence M. Toy,

María-Encarna Moreno Turner, Alicia M. Vitti

Adjunct Assistant Professor Janet Joyner

The major in French requires a minimum of nine four-credit French courses numbered above 213. French 215, 216, 219, 370, one of the genre courses (363, 364, or 365), and four other courses are required. Students are advised and encouraged to take related courses in other areas of the University curriculum, such as History 317, 321, and 322, and Humanities 222. Students must achieve at least a C average in courses comprising the major.

The minor in French requires a minimum of six four-credit French courses numbered above 213. French 215, 216, 219, and three other courses are required. With departmental approval, equivalent courses may be selected from the Dijon program, and certain other substitutions may be made.

The major in Spanish requires a minimum of nine four-credit Spanish courses numbered above 213. Spanish 217, 218, 219, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, and three electives are required. Students must achieve at least a C average in courses comprising the major.

The minor in Spanish requires a minimum of six four-credit courses in Spanish numbered above 213. Spanish 217, 218, 219, and one advanced course in literature are

required. With departmental approval, equivalent courses may be selected from the programs in Salamanca or Burgos, and certain other substitutions may be made.

Certificate in Spanish for Business requires sixteen credits above Spanish 219. It includes Spanish 329, 330, 381, and any course above Spanish 213 (excluding 219) in any area of Hispanic literature or culture.

Certificate in Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software language applications; includes an internship in a professional translation environment (384). Credits: 18-20. Requirements include Spanish 380 and 381, Linguistics 383 and 384, and either Spanish 329 or 382.

Certificate in Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting; includes an internship (384). Credits: 14-16. Requirements include one literature course above Spanish 213, 382, 384, and any one of the following: Spanish 329 or 380 or 381, or Linguistics 383.

The minor in Italian language and culture requires twenty credits in Italian above Italian 153. It includes Italian 215, 216, 219, 220, and 224 or their equivalents. An average of at least C must be earned in all courses taken in the minor.

All majors, minors, and certificate students are strongly urged to take advantage of the department's study abroad programs.

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in French" or "Honors in Spanish," a candidate must complete French or Spanish 390 and 391 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information, members of the departmental faculty should be consulted.

INTENSIVE SUMMER LANGUAGE INSTITUTE (ISLI)

Purpose: ISLI is a language immersion program. It offers a curriculum that enables students to achieve the necessary proficiencies in the Spanish language at the beginning-intermediate level and be better prepared to perform in subsequent courses in which they may enroll.

Characteristics:

Classes will meet for six hours per day, Monday through Friday during five consecutive weeks.

Students will have lunch together with one of their instructors in the target language.

Required extracurricular activities two evenings per week and three of the six Saturdays.

Living in the same floor/residence.

Pledge to speak the target language.

Information on courses offered as part of the Intensive Summer Language Institute are included in the course listings beginning on the next page.

FRENCH

111, 112. Elementary French. (4,4) A two-semester sequence designed to help students develop the ability to understand and speak French and also learn to read and write French at the elementary level. Labs required.

113. Intensive Elementary French. (5) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required.

153. Intermediate French. (5) Intermediate-level course covering the structure of the language, developing students' reading, writing and conversation skills and preparing them for oral and written discussion of literary texts in French 213. Note that 153 is mutually exclusive of other 153-marked courses (153X). P—French 111-112, or placement. Labs required.

153X. Intermediate French. (4) An intensive, intermediate-level course intended for students with a stronger background than required of 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in French 213. Labs required.

198. Internship in French Language. (2,4) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. P—French 219 or permission of instructor.

213. Introduction to French Literature. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Does not count toward the major or the minor. P—French 153 or equivalent.

213H. Introduction to French Literature (Honors). (4) In the honors section of Introduction to French Literature, texts covered are much the same as those presented in other French 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in French (shown, for example, by a 3, 4, or 5 on the AP French Language Exam, by a high WFU placement exam score, or by completion of French 153X). P—French 153 or equivalent.

215. Introduction to French Studies. (4) An orientation in French and Francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for major. (A student taking 2152 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.)

216. Studies in French Literature and Culture. (4) Study of the ways in which various aspects of French culture appear in different literary genres over certain periods of time. Emphasis is placed on reading and discussion of selected representative texts. Topics vary from section to section. May be repeated for credit when topics vary. Required for major. (Fulfills Division I requirement.) P—French 213 or permission of instructor.

- 219. Composition and Review of Grammar.** (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.
- 220. French Conversation.** (4) A language course based on cultural materials. Designed to perfect students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Short written works will be assigned. Includes a regularly scheduled language lab one hour per week. P—French 153 or equivalent.
- 221. Introduction to Translation.** (4) Introduction to translation strategies through theory and practice. Emphasis is placed on translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P—French 219 or permission of instructor.
- 222. French Phonetics.** (4) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.
- 281. French Independent Study.** (2-4) P—Permission of the department.
- 319. Advanced Grammar and Stylistics.** (4) Review and application of grammatical structures for the refinement of writing techniques. Emphasis is placed on the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P—French 219 or equivalent or permission of instructor. Graduate-level students will conduct and present in-depth research projects.
- 329. Introduction to Business French.** (4) An introduction to the use of French in business. This course emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas. P—French 219 or permission of instructor.
- 330. Advanced Business French.** (4) Development of advanced skills in French for business. Emphasis is placed on oral and written business presentations, reading comprehension of case studies related to the French business world, and cross-cultural awareness. P—French 229 or permission of instructor.
- 360. Cinema and Society.** (4) A study of French and Francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P—French 215 or permission of instructor.
- 363. Trends in French Poetry.** (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 215 or permission of instructor.
- 364. French Prose Fiction.** (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 215 or permission of instructor.
- 365. French Drama.** (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—French 215 or permission of instructor.
- 370. Seminar in French Studies.** (4) An in-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to

semester. Required for major. Graduate-level students will conduct and present in-depth research projects. Can be repeated for credit. P—French 215 or permission of instructor.

375. Special Topics. (2 or 4) Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit. P—French 215 or permission of instructor.

390. Directed Reading. (2) Required for honors in French.

391. Directed Research. (2,4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

SEMESTER IN FRANCE

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 219 or its equivalent or at least one French course beyond the intermediate level.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2152. Studies in French Language and Culture. (8) Familiarization with the language and culture of France and its people. Courses in conversational and idiomatic French, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies French 215 requirement for major or minor.

2202. Advanced Oral and Written French. (4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2232. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2402. Independent Study. (2-4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2742. Special Topics in French Literature. (2) Selected topics in French literature; topics vary from year to year.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

SPANISH

111-112. Elementary Spanish. (4,4) A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

113. Intensive Elementary Spanish. (5) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required.

113E. Intensive Elementary Spanish in an Immersion Setting. (10) A six-week intensive course designed for students with a maximum of one semester of previous study in Spanish. Classes meet five hours daily and cover speaking, listening, reading, writing, and the cultures of the Spanish-speaking world. Special activities include day trips to sites of cultural interest. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course. Credit not given for both Spanish 113 and 111 or 112.

153. Intermediate Spanish. (5) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts in Spanish 213. Note that 153 is mutually exclusive of other 153-marked courses (153X, 153E). P—Spanish 111-112, or 113, or placement. Labs required.

153E. Intensive Intermediate Spanish in an Immersion Setting. (10) A six-week intensive course in Spanish, taught during the summer in Quito, Ecuador. Classes meet five hours a day and cover speaking, listening, reading, writing and the cultures of the Spanish-speaking world. Special activities include day-trips to sites of cultural interest. P—Spanish 112, 113 or two or three years of high school Spanish. No student may receive credit for both 153 and 153E. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course.

153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (10) An intensive course designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts. *Offered only in the summer.* P—Spanish 111 (112 strongly recommended) or permission of instructor. (ISLI)

153X. Intermediate Spanish. (4) An intensive, intermediate-level course intended for students with a stronger background than 153 students'. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in Spanish 213. Labs required.

198. Internship in Spanish Language. (2 or 4) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. P—Spanish 219 and permission of instructor.

213. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Does not count toward the major or the minor. P—Spanish 153 or equivalent.

213H. Introduction to Hispanic Literature (Honors). (4) In the honors section of Introduction to Spanish Literature, texts covered are much the same as those presented in other Spanish 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Benefits include smaller class size and more opportunity for student involvement. Intended for students with a good background in Spanish (shown, for example, by a 3, 4, or 5 on the AP Spanish Language Exam, a high WFU placement exam score, or by completion of 153X). P—Spanish 153 or equivalent.

217. Literary and Cultural Studies of Spain. (4) A study of the cultural pluralism of Spain through selected literary and artistic works to promote understanding of Spain's historical development. P—Spanish 213 or permission of instructor.

218. Literary and Cultural Studies of Spanish America. (4) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. P—Spanish 213 or permission of instructor.

219. Grammar and Composition. (4) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—Spanish 213 or equivalent.

220. Spanish Conversation. (4) A language course based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing their vocabulary and reinforcing their command of specific grammatical points. Counts toward the major. P—Spanish 213 or equivalent.

228. Spanish for the Professions. (2 or 4) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—Spanish 219, 220, and permission of instructor.

281. Spanish Independent Study. (2-4) P—Permission of the department.

319. Advanced Grammar and Composition. (4) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. P—Spanish 219 or permission of instructor.

320. Advanced Conversation. (4) Intensive immersion in the situations and skills of advanced and superior levels of oral proficiency. P—Spanish 219 and 220 or permission of instructor.

321. History and Structure of the Spanish Language. (4) Study of the historical development of Spanish in a cultural and linguistic context from its earliest stages to the present. Analysis of its current and internal changes. P—Spanish 219 and 220 or permission of instructor.

322. Spanish Phonology. (4) Description of, and practice with, the sound system of Spanish. Systematic analysis of the phonemes, allophones, and stress and intonation patterns of the language, and discussion of dialectal and stylistic variation. Lab required. P—Spanish 219 and 220 or permission of instructor.

323. Topics in Hispanic Civilization. (4) Exploration of themes and trends in Hispanic society and culture, such as cross-national questions, and the exile experience. P—Permission of instructor.

329. Introduction to Spanish for Business. (4) Introduction to Spanish vocabulary and discourse in business. This course emphasizes oral and written practices, reading and Hispanic business culture as well as a comprehensive analysis of different business topics and areas. P—Spanish 219 or permission of instructor.

330. Advanced Spanish for Business. (4) Intensive immersion in the situations and skills of advanced Spanish for Business. Emphasis on oral and written business presentations, reading comprehension of case studies related to the Hispanic business world. Cross-cultural awareness of the Hispanic business world. P—329 or permission of instructor.

331. Medieval Spain: A Cultural and Literary Perspective. (4) An examination of the literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—Spanish 217 or 218 or permission of instructor.

332. The Golden Age of Spain. (4) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—Spanish 217 or 218 or permission of instructor.

333. Eighteenth and Nineteenth Century Spanish Culture. (4) A study of the major intellectual movements of the period, Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, painting, and music. P—Spanish 217 or 218 or permission of instructor.

341. Golden Age Drama and Society. (4) Study of the theatre and social milieu of seventeenth-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and modern stagings of the plays. P—Spanish 217 or 218 or permission of instructor.

343. Cervantes: The Birth of the Novel. (4) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Also considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as self-conscious genre, women and society, religion and humanism, nationalism, and imperialism. P—Spanish 217 or 218 or permission of instructor.

348. Transatlantic Renaissance. (4) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and Colonial texts within the broader political, social, and cultural contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies. P—Spanish 217 or 218 or permission of instructor.

- 349. Contemporary Women Novelists and their Female Characters.** (4) A study of representative novels by women writers from Spain and Latin America, with special emphasis on the representation of the female protagonist within her cultural context. P—Spanish 217 or 218 or permission of instructor.
- 351. Transgressing Borders: Identity in the Literature of Latin American and U.S. Latino Literatures.** (4) A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. P—Spanish 217 or 218 or permission of instructor.
- 352. Love, Death, and Poetry.** (4) A study of the representation of universal themes in Spanish poetry from different historical periods. P—Spanish 217 or 218 or permission of instructor.
- 353. Indigenous Myth in Spanish American Literary Art.** (4) A study of Spanish American writers' incorporation of Amerindian myths in twentieth-century narrative art. Includes works by Miguel Angel Asturias, Mario Vargas Llosa, and José Donoso. P—Spanish 217 or 218 or permission of instructor.
- 354. The Social Canvas of Gabriel García Márquez and Pablo Neruda.** (4) Exploration of the techniques used by two Nobel Prize winning writers to create a literary vision of Latin America. Special attention to humor, surrealism and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world. P—Spanish 217 or 218 or permission of instructor.
- 361. Latin American Cinema and Ideology.** (4) An examination of major Latin American films as cinematographic expressions of social and political issues. P—Spanish 217 or 218 or permission of instructor.
- 362. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia.** (4) A study of Latin American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P—Spanish 217 or 218 or permission of instructor.
- 363. Contemporary Spanish-American Theatre.** (4) A study of the Spanish-American dramatic production from the end of the nineteenth century to the present. The course focuses on the development of some of the main dramatic movements of the twentieth century: realism, absurdism, avant garde, and collective theatre. P—Spanish 217 or 218 or permission of instructor.
- 364. Spanish-American Short Story.** (4) Intensive study of the twentieth century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Márquez. P—Spanish 217 or 218 or permission of instructor.
- 365. Spanish-American Novel.** (4) A study of the novel in Spanish America from its beginning through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

- 366. Seminar in Spanish American Novel.** (2 or 4) A study of one or more categories of Spanish-American novels, such as romantic, indianista, realistic, gauchesca, and social protest. P—Spanish 217 or 218 or permission of instructor.
- 367. Colonial Spanish America.** (4) This course explores the early Spanish American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth century documents. P—Spanish 217 or 218 or permission of instructor.
- 369. Imagined "White" Nations: Race and Color in Latin America.** (4) A study of anti-slavery narratives, nineteenth-century scientific racism, and twentieth-century Negritude and "negrismo" movements. An exploration of race, the stratification of color, and ethnic images in Latin American literature and culture. P—Spanish 217 or 218 or permission of instructor.
- 370. Film Adaptations of Literary Works.** (4) A study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. P—Spanish 217 or 218 or permission of instructor.
- 371. Lorca, Dalí, Buñuel: An Artistic Exploration.** (4) A study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the twentieth century. P—Spanish 217 or 218 or permission of instructor.
- 372. Lorca in the Twentieth Century.** (4) A study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca, within the social, cultural, literary, and artistic realities of the twentieth century, including Modernism and Surrealism. Special emphasis is placed on Lorca's treatment of minority cultures, including the Gypsy, the Arab, and homosexuals. P—Spanish 217 or 218 or permission of instructor.
- 373. Modern Spanish Novel.** (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 217 or 218 or permission of instructor.
- 374. Voices of Modern Spain.** (4) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—Spanish 217 or 218 or permission of instructor.
- 375. Special Topics.** (2 or 4) Selected special topics in Spanish literature. P—Spanish 217 or permission of instructor.
- 380. Contrastive Spanish/English Grammar and Stylistics.** (4) Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. P—Spanish 219 or permission of instructor.
- 381. Spanish Translation.** (4) Introduction to translation strategies through practice, with strong emphasis on Spanish into English. Focus is on translating in domains such as social science, computing, economics, the entertainment industry, banking, journalism, etc. P—Spanish 380 or permission of instructor.
- 382. Spanish/English Interpreting.** (4) Introduction to strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills

in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P—Spanish 220 or permission of instructor.

384. Internships for STL & SI. (2-4) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. P—Spanish 381 or 382.

387. Special Topics. (2 or 4) Selected special topics in Spanish-American literature. P—Spanish 217 or 218 or permission of instructor.

388. Special Topics in Hispanic Linguistics. (4) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—Spanish 222 or 321, or the combination of 219 or 220 and Linguistics 150, or permission of instructor.

390. Directed Reading. (2) Required for honors in Spanish. P—Permission of instructor.

391. Directed Research. (2,4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

3689. Cuban Literature. (4) A study of Cuban literature from the eighteenth century to the present: romanticism, modernism, naturalism, the avant garde movement, and the post-Revolutionary period. P—Spanish 217 or 218 or permission of director of the Cuba program.

Linguistics 383 Language Engineering: Localization & Terminology. (4) An introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P—Permission of instructor.

SEMESTER IN SPAIN

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should be of junior standing, (2) must have completed Spanish 220, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages department.

2019. Intensive Spanish. (2, P/F) Intensive study and practice of the oral and written language. Familiarization with the Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics.

2179. Literary and Cultural Studies of Spain. (4) A study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. P—Spanish 213 or permission of instructor.

2189. Literary and Cultural Studies of Spanish America. (4) Study of selected major works of Spanish American literature within their historical and cultural contexts. Special emphasis is placed on these contexts, including political structures, intellectual currents,

art, music, and film, to promote understanding of Spanish America's historical development. P—Spanish 213 or permission of instructor.

2199. Advanced Spanish. (4) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—Permission of instructor.

3329. The Golden Age of Spain. (4) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—Spanish 217 or 218 or permission of instructor.

3749. Voices of Modern Spain. (4) A study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. P—Spanish 217 or 218 or permission of instructor.

3759. Special Topics in Spanish Literature and Culture. (2 or 4) Topics vary from year to year. P—Spanish 217 or 218 or permission of instructor.

3879. Special Topics in Spanish-American Literature and Culture. (2 or 4) Topics vary from year to year. P—Spanish 217 or 218 or permission of instructor.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Politics 2029. Political Structures of Present-day Spain. (4) A study of the various political elements which affect the modern Spanish state.

ITALIAN

111, 112. Elementary Italian. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. These two courses count for students in the Venice program.

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Credit not given for both 113 and 111 or 112. Lab required. Lecture—five hours. *Offered every semester.*

127. Basic Conversation. (2) Brief review of grammar; emphasis on vocabulary building and conversation for everyday survival while discovering Italy and Italian culture through film, TV, documentaries, and literature. P—Italian 113 or equivalent. Does not satisfy requirements for minor or certification in Italian studies.

152S. Intensive Beginning and Intermediate Italian in an Immersion Setting. (10) An intensive course designed to enable students to achieve proficiency in Italian language at the beginning-intermediate level, developing students' reading, writing, and conversation

skills and preparing them for oral and written discussion of literary texts. P—Italian 111 or permission of instructor. *Offered only in the second summer session.*

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. P—Italian 113 or 111-112 sequence, or two years of high school Italian.

1534. Italian in Venice. (4) Intensive exposure to speaking, listening, reading, and writing at the intermediate level while discovering Italy through immersion in Italian culture in Venice. Counts as equivalent to Italian 153. P—Italian 113 or 111-112 sequence. *Taught in Venice.*

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent. *Also offered in Venice.*

216. Introduction to Italian Literature II. (4) Satisfies basic requirement in foreign language. P—Italian 215 or equivalent.

219. Advanced Grammar and Composition. (4) Review of the basics of structure and vocabulary; detailed examination of complex syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P—Italian 215 or 216 or equivalent.

220. Advanced Conversation and Composition. (4) Practice in speaking and writing Italian, stressing correctness of sentence structure, and emphasis on phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—Italian 215 or 216 or 275.

224. Italian Civilization I. (4) The culture and its historical development from Charlemagne to the Risorgimento; emphasis on intellectual, artistic, political, social, and economic life. P—Italian 219 or 215 or 216 or 275.

225. Italian Civilization II. (4) The historical development of modern Italian culture from the Risorgimento to the present. Use of newspapers, magazines, TV broadcasts, films, and literary readings to stimulate oral and written responses to the problems of contemporary Italy. P—Italian 224.

226. Comedy in Italian Cinema. (4) A study of modern Italian society through the analysis of films from the 1950s to the present. Taught in Italian. P—Italian 215 or 216 or permission of instructor.

227. Modern Italian Cinema. (4) A study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolinia, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Salvatores, Giuseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers will be studied and discussed from different perspectives. P—Italian 215 or 216 or permission of instructor.

228. Dante's *Divine Comedy*. (4) An introduction to Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. This course introduces students to the intellectual and social context of the Italian Middle

Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P—Italian 219 or permission of instructor.

229. Introduction to Renaissance Literature and Culture. (4) An examination of the culture of the Italian Renaissance. Topics include the ideal of the artist, the ideal of the courtier, the epic genre, the political debates in Florence, the figure of the artist/scientist Leonardo da Vinci, the figure of the navigator, and daily life in Italian cities studied from different social classes and perspectives. P—Italian 215 or 216 or permission of instructor.

230. Cinematic Adaptation and Literary Inspiration. (4) Students in this course examine cinematic adaptations of literary works by reading closely the literary texts and viewing their visual counterparts. Students investigate the strategies of adaptation, as well as the criteria by which we can evaluate films based on novels as works of art in their own right. P—Italian 216 or 219 or permission of instructor.

275. Special Topics. (4) Selected special topics in Italian literature. P—Italian 215 or 216.

281. Italian Independent Study. (2-4) P—Permission of department.

2213. Spoken Italian. (4) Course in oral Italian, offered only in Venice. Students are placed in small groups according to their levels of fluency. Elective credit.

SEMESTER IN VENICE

2153. Introduction to Italian Literature I. (4)

2163. Introduction to Italian Literature II. (4)

2213. Spoken Italian. (4)

See the course listings under Italian (above) for descriptions and prerequisites.

Russian and East European Studies

(Interdisciplinary Minor)

Susan Zayer Rupp (History), Coordinator

Russian 215 or 216 or equivalent proficiency in another East European language is required, plus twenty credits from the following list. (See course descriptions under appropriate listings.) Four of these twenty credits must be REE 298, the Research Project in Russian and East European Studies.

Communication	351B. Comparative Communication: Russia. (2)
Economics	252. International Finance. (4) 253. Economies in Transition. (4)
History	331. Russia: Origins to 1865. (4) 332. Russia and the Soviet Union: 1865 to the Present. (4)
Humanities	215. Germanic and Slavic Literature. (4) (Satisfies a Division II requirement.) 218. Eastern European Literature. (4) (Satisfies a Division I requirement.)
Politics	232. Politics in Russia and Eastern Europe. (4)
Russian	Four additional credits at the 200-level.
REE 298	Course description to follow. (4)

With the approval of the coordinator, students may fulfill the language requirement by equivalent study of another East European language (to be pursued independently under the auspices of the German and Russian department). Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

REE 298. Research Project in Russian and East European Studies. (4) A semester-long research project pursued independently by a student (generally in the senior year) under the guidance of a faculty member in the relevant field of study. A second faculty member will consult with the student regarding his or her project as well as serving as a second reader. The course culminates in the completion of a seminar-length paper based upon primary research.

Sociology

Earl Smith, Chair

Wake Forest Professors Charles F. Longino, Willie Pearson Jr.

Rubin Professor of American Ethnic Studies Earl Smith

Professors John R. Earle, Catherine T. Harris, Philip J. Perricone

Associate Professors H. Kenneth Bechtel, Cheryl B. Leggon, Ian M. Taplin

Assistant Professor Angela Hattery

A major in sociology requires forty-one credits and must include Sociology 151, 370, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 151 and 370. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

The program in sociology provides majors with several options. In addition to pursuing a regular major in sociology, students may choose to specialize in any of four concentrations: 1) family studies, 2) crime, law, and social control, 3) health and society, and 4) business and society. These concentrations are described in detail in the *Handbook for Sociology Students*, a copy of which may be obtained from the sociology office or any member of the departmental faculty.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. Required for all sociology majors and minors.

152. Social Problems. (4) Survey of contemporary American social problems.

153. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

154. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

- 205. Photography in the Social Sciences.** (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Lab to be arranged. Not open to students who have had Art 119. P—Permission of instructor.
- 206. Concerned Photographers and Their Works.** (4) Explores the contributions of concerned photographers in the identification and understanding of social issues. Advanced camera and darkroom instruction is included. P—Sociology 205 and/or permission of instructor.
- 301. Religion and Society.** (4) Study of religion as a social phenomenon and its relationship to political, economic and other structures of society. (Also offered as Religion 351.)
- 302. Bureaucracy and Society.** (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision making, and change. Attention will be given to business as well as government and other non-profit organizations.
- 303. Business and Society.** (4) Historical development, organization, and current problems of business enterprises in American society.
- 305. Male and Female Roles in Society.** (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction.
- 308. Sociology of Art.** (2) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.
- 309. Sexuality and Society.** (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.
- 310. Death and Dying.** (2) Study of some of the basic issues and problems of modern man in accepting and facing death.
- 311. Women in Professions.** (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.
- 316. Conflict and Social Control.** (4) An historical and cross-cultural examination of conflict management and social control, including discipline, rebellion, negotiation, mediation, and adjudication.
- 317. Mental Illness and Society.** (4) An examination of the sociological aspects of mental health and mental illness. Includes the social epidemiology of mental disorders, cross-cultural variation in societal responses to the mentally ill; the development of the psychiatric profession, and the evolution of the mental hospital.
- 325. Self and Society. An Interactionist Perspective.** (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.
- 332. Social Epidemiology.** (2) This course integrates sociology and epidemiology, paying particular attention to such variables as age, gender, race and ethnicity as they bear on health, illness and medical services, including the risk factors of chronic disease. It does not presuppose advanced knowledge of epidemiological methods.

- 333. The Sociology of Cities.** (4) An examination of the patterns of urbanization world-wide. Explores the dynamics of urban growth resulting from economic, social, political and ecological processes.
- 334. Society and Higher Education.** (4) An analysis of the social forces that shape educational policies in the United States. Assessment of significant contemporary writings on the manifest and latent functions of education.
- 335. Sociology of Health and Illness.** (4) Analysis of the social variables associated with health and illness.
- 336. Sociology of Health Care.** (4) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.
- 337. Aging in Modern Society.** (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Permission of instructor.
- 338. Sociological Issues in Criminal Justice.** (4) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.
- 339. Sociology of Violence.** (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society.
- 340. Sociological Issues in Human Development.** (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.
- 341. Criminology.** (4) Crime, its nature, causes, consequences, methods of treatment, and prevention.
- 342. Juvenile Delinquency.** (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.
- 343. Sociology of Law.** (4) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, and the impact of social class and stratification upon the legal order.
- 344. Women and Crime.** (4) Course focuses on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—Sociology 341 and permission of instructor.
- 345. Advanced Topics Seminar in Criminology.** (4) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—Sociology 341 and permission of instructor.
- 347. Society, Culture, and Sport.** (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.

- 348. Sociology of the Family.** (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.
- 349. Sociology of Science and Technology.** (4) Explores the reciprocal impact of science and technology on society. Issues include the impact of science and technology on various populations (including underparticipating groups, such as women and racial/ethnic minorities) and the environment, the talent pool, and the workplace.
- 350. Mass Communications and Public Opinion.** (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.
- 351. Management and Organizations.** (4) A study of macro organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.
- 352. White-collar Crime.** (4) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—Sociology 341.
- 353. Families in Later Life.** (2,4) Analysis of current issues affecting later-life families, including the unmarried, marital relations, divorce, widowhood, remarriage, kinship, family caregiving, and institutional care.
- 357. The Italian Experience in America.** (4) Explores issues of ethnicity and identity in the Italian American experience. A central goal of this course is to understand the interrelationship of social, economic and political factors that impinge on this large European ethnic group.
- 358. Population and Society.** (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.
- 359. Race and Ethnic Relations.** (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.
- 360. Social Stratification.** (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power.
- 361. Sociology of the Black Experience.** (4) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.).
- 362. Sociology of Work.** (4) Changing trends in the United States labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.
- 363. Markets and Industry.** (4) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions.
- 364. Political Sociology.** (4) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.

370. **Sociological Theory.** (4) A survey of the history and development of sociological theory, emphasizing the critical reading of primary source materials and the evaluation of the current status of sociological theory. P—Sociology 151 or permission of instructor.
371. **Social Statistics.** (5) A computer-based survey of basic statistics utilized in sociological research. Lab—1 hour. P—Sociology 151 or permission of instructor.
372. **Research Methods in Sociology.** (4) An overview of both quantitative and qualitative research methods. Research projects required. P—Sociology 371.
373. **Honors Seminar.** (4) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—Sociology 372 and permission of instructor.
374. **Honors Research.** (2) Directed study toward completion of the project begun in Sociology 373 and to the writing and defense of an honors paper. P—Sociology 373 and permission of instructor.
- 385, 386. **Special Problems Seminar.** (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.
- 398, 399. **Individual Study.** (1-4, 1-4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish Studies

(Foreign Area Study)

Candelas S. Gala (Romance Languages), Coordinator

Students are required to participate in the semester in Spain program at Salamanca. They also are required to take History 2019, *General History of Spain* (4) taught in Salamanca; Politics 2029, *Political Structures of Present Day Spain* (4) taught in Salamanca; Art 2029, *Spanish Art and Architecture* (4) taught in Salamanca; and Spanish 217, *Literary and Cultural Studies of Spain* (4), also taught in Salamanca as Spanish 2179.

Students must take twelve additional credits from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.

Theatre

Donald H. Wolfe, Chair

Professors James H. Dodding, Donald H. Wolfe

Adjunct Professor Darwin R. Payne

Assistant Professors Sharon Andrews, Jane Kathleen Curry,

Cynthia M. Gendrich, Nina M. Lucas (Director of Dance),

Mary R. Wayne-Thomas

Visiting Assistant Professor Brook M. Davis

Lecturers Zanna Beswick (London), Jonathan H. Christman,

John E. R. Friedenber

A major in theatre consists of a minimum of forty credits, including Theatre 110 or 112, 130, 140, 150, 250, 260, 261, 340, 381, and 385. (Students interested in a theatre major should elect Theatre 112.) Four semesters of Theatre 100 (0 credits) also are required.

Majors may choose their remaining courses from the offerings listed under the Department of Theatre. A minimum grade of 2.0 in all theatre courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theatre majors are required to take two courses in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Those who plan to be theatre majors are urged to begin their studies during their first year.

Highly qualified majors (departmental grade point average of 3.3, overall grade point average of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation "Honors in Theatre," a student must successfully complete Theatre 292 (4). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theatre honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

A minor in theatre requires twenty-four credits: Theatre 110 or 112, 140, 150, 260 or 261, two theatre electives and two semesters of Theatre 100 participation. Theatre minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Any person who is interested in a theatre major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (0) Attendance/participation in Mainstage and Studio performances; and other events as established by the department. (Specific attendance/participation requirements will be established at the beginning of each semester.) Four semesters, or a minimum of eight University Theatre productions, are required of theatre majors. Participation in at least two of the eight productions must be in technical production. Two semesters, or a minimum of four University Theatre productions, are required of theatre minors. Participation in one of the four productions must be in technical production. Assignments for technical production are made through consultation with the technical and design faculty.

- 110. Introduction to the Theatre.** (4) For the theatre novice. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Participation in Studio and Mainstage productions. Students planning to major in theatre are encouraged to take Theatre 112. Credit will not be given for both Theatre 110 and 112. May be used to satisfy a requirement in Division V.
- 112. Introduction to the Theatre.** (4) For the experienced theatre student. A survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Students planning to major in theatre are encouraged to take Theatre 112. Credit will not be given for both Theatre 110 and 112. Experience in Studio and Mainstage productions. May be used to satisfy a requirement in Division V.
- 126. Stage Makeup.** (2) A study of the design and application of theatrical makeup in relationship to historical period and character development.
- 130. Dynamics of Voice and Movement.** (4) Building awareness of the actor's instrument through the development of basic vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills.
- 140. Acting I.** (4) Fundamental acting theory and techniques including exercises, monologues and scene work.
- 141. On-camera Performance.** (4) Introduction to the theory and practice of performing for the camera. May include basic method acting, newscasting, commercials, and film acting. (Also listed as Communication 116.)
- 144. Mime.** (2) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.
- 146. Performance Techniques.** (4) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. (Suitable for non-majors.)
- 150. Introduction to Design & Production.** (4) An introduction to the architecture and technology of the theatre, including the essentials of the operation of the scene shop, stage equipment, and occupational health and safety. The course stresses the collaborative art of the theatre through an introduction to theatre design including script analysis, visual research, communication of the design, drafting, and color.
- 155. Stagecraft.** (4) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.
- 1880. The Contemporary English Theatre.** (2) An exploration of the English theatre through theatre attendance in London and other English theatre centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. Two weeks. *Offered in London before spring term.* P—Permission of instructor. Pass/Fail grade only.

- 230. Advanced Dynamics.** (4) Focus on opening and strengthening the actor's instrument by building on work done in Theatre 130. P—Theatre 130.
- 245. Acting II.** (4) Advanced study and practice of the skills introduced in Acting I. P—Theatre 130 and 140.
- 246. Period and Style.** (4) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—Theatre 130 or 241 and 140.
- 250. Theatrical Scene Design.** (4) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P—Theatre 150.
- 251. Costume and Makeup Design.** (4) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup will be explored. P—Theatre 150.
- 252. Lighting and Sound Design.** (4) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P—Theatre 150.
- 259. Theatre Management: Principles and Practices.** (4) This course reviews the development of theatre management in the United States, with emphasis on the role of the producer; explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports.
- 260. History of Western Theatre I (Beginnings to 1642).** (4) A survey of the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres to 1642; includes lectures, readings and reports. (Suitable for non-majors.)
- 261. History of Western Theatre II (1642 to the Present).** (4) A survey of Western theatre and drama from the French Neoclassic theatre through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theatre; includes lectures, readings and reports. (Suitable for non-majors.)
- 281. Acting Workshop.** (2) Scene work with student directors utilizing realistic texts. Offered pass/fail only. P—Theatre 140 or permission of instructor.
- 283. Practicum.** (1-2) Projects under faculty supervision. May be repeated for no more than four credits. P—Permission of the department.
- 290. Special Seminar.** (2-4) The intensive study of selected topics in theatre. May be repeated.
- 292. Theatre Honors.** (4) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.
- 294. Individual Study.** (1-4) Special research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than four credits. P—Permission of department.

2650. The English Theatre, 1660-1940. (4) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*

340. Directing. (4) An introduction to the theory and practice of play directing. P—Theatre 110/112, 140 and 150. C—Theatre 381 and 250. (For majors only)

344. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—Theatre 130 and 140.

381. Directing Workshop. (2) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a co-requisite of Theatre 340.

385. Studio Production. (2) The organization, techniques and problems encountered in the production of a play for the public. P—Theatre 340 and permission of department.

390, 391. Special Seminar. (2-4) The intensive study of selected topics in the theatre. May be repeated.

DANCE

A dance minor requires twenty-four credits and must include Dance 120 (2); Dance 221 (2) or Dance 222 (2); Dance 123 (2); Dance 126 (2); Dance 226 (2); Dance 127 (2); Dance 128 (1)—must be repeated for a maximum of four credits; Dance 229 (2) or Dance 231 (2); Dance 200 (2); and Dance 202 (4).

120. Beginning Modern Dance Technique. (2) Fundamentals of modern dance technique, with an emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be repeated four times for credit.

122. Special Topics in Dance. (2) An intensive study of selected topics in dance. May be repeated.

123. Dance Composition. (2) Fundamental study of improvisation, composition and choreography.

124. Social Dance. (1) Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Students will learn basic smooth dances, rhythm dances, Latin American dances and Cuban dances.

125. Folk and Social Dance. (1) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis is on the development of fundamental dance skills and practice in utilizing dance techniques.

126. Beginning Jazz Dance. (2) Fundamental of jazz technique with an emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be repeated four times for credit.

127. Beginning Classical Ballet Techniques. (2) Fundamentals of classical ballet technique with an emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be repeated four times for credit.

128. Dance Performance. (1) A practical experience in the areas of rehearsal, choreographing, production and performance, as a choreographer, and/or performer in the Fall Faculty/Guest Artist Concert and/or Spring Dance Concert. May be repeated eight times for credit.

128A. Performance

128B. Choreography

200. Senior Dance Project. (2) An investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

202. History of Dance. (4) A survey of American dance from the 1600s to the present with emphasis on scope, style, and function. Satisfies a Division V requirement.

221. Intermediate Modern Dance Technique. (2) A progressive development of movement concepts and vocabulary from Dance 120, with an emphasis on exploring both the classical and contemporary techniques of modern dance. May be repeated four times for credit. P—Dance 120 or permission of instructor.

222. Advanced Modern Dance Technique. (2) A progressive development of the concepts of Dance 221 with an emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the modern dance discipline. May be repeated four times for credit. P—Dance 221 or permission of instructor.

226. Intermediate Jazz Dance. (2) This course pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities and musicality. May be repeated four times for credit. P—Dance 126 or permission of the instructor.

227. Advanced Jazz Dance. (2) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities, musicality, technique, virtuosity, and creativity. May be repeated four times for credit. P—Dance 226 or permission of instructor.

229 Intermediate Classical Ballet. (2) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be repeated four times for credit. P—Dance 127 or permission of instructor.

231. Advanced Classical Ballet. (2) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality and pointe work. May be repeated four times for credit. P—Dance 229 or permission of instructor.

Urban Studies

(Interdisciplinary Minor)

Donald E. Frey (Economics), Coordinator

The interdisciplinary minor in Urban Studies requires twenty credits, of which at least twelve must be chosen from the following courses. (*See course descriptions under appropriate listings.*)

Art	296. Art History Seminar. J. Special Topics: Urbanism. (4)
Economics	246. Urban Economics. (4) P—Economics 150.
Politics	222. Urban Politics. (4)
Religion	343. The City as Symbol. (4)
Sociology	333. The Sociology of Cities. (4)

Courses needed to complete twenty credits may be chosen from among the following courses. (*See course descriptions under appropriate listings.*)

Education	271. Geography: The Human Environment. (4)
History	2253. History of Venice. (4) Offered in Venice. 2260. History of London. (4) Offered in London. 352. U.S. Social History since 1850. (4)
Politics	289. Internship in Politics. (2,3,4)*
Sociology	152. Social Problems. (4)

**To count toward the Urban Studies minor, an internship must be overseen by the instructor of Politics 222.*

Students intending to minor in Urban Studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, the coordinator may approve limited substitutions for the listed courses.

Women's Studies

(Interdisciplinary Minor)

Susan Harden Borwick (Music), Director

The interdisciplinary minor in Women's Studies requires the core course, Women's Studies 221, and a minimum of twenty additional credits, for a total of twenty-four credits. It is recommended that the upper division seminar, Women's Studies 321, be included. If courses not designated Women's Studies are taken, they must be from an approved list on file with the director and stated below. Such courses must be balanced between a) the humanities and b) the social and natural sciences. This structure gives students an understanding of the interdisciplinary nature of Women's Studies within the context of the traditional liberal arts curriculum.

A student minoring in Women's Studies might take Women's Studies 221 as a sophomore, eight to twelve credits as a junior, and the remaining eight to twelve credits, including the *Interdisciplinary Seminar*, as a senior.

111. Writing and Women's Issues. (4) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; Womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting. Satisfies the basic composition but not the minor requirement.

221. Women's Issues. (4) An interdisciplinary course, taught by women's studies faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include critical methods and practical solutions, gender issues in the twenty-first century, and women in culture and society.

231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Linguistics 231.)

321. Interdisciplinary Seminar. (4) A research-centered study of questions raised by women's studies on an interdisciplinary topic, such as women's health issues, war and peace, international women's issues, perspectives on women and aging, lesbian and gay culture and theory, and women and the arts.

350. Biocultural Perspectives on Women and Aging. (4) A course that examines biological, sociopsychological, and cultural issues affecting older women.

358. Mothers and Daughters. (4) A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

359. Fathers and Daughters. (4) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

377. Special Topics. (2, 3, 4) Includes such women's studies topics as gender issues in the twenty-first century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, the emergence of feminist thought.

396. Independent Study. (1-4) Independent projects in women's studies which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

397. Internships in Women's Studies. (2-4) Practicum opportunities for work and for research in conjunction with a local women's or justice organization: Winston-Salem Family Services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, the AIDS Care Service, etc. Pass/fail only.

In addition to the Women's Studies courses listed on page 222, the following courses may be included in the minor. (See course descriptions under appropriate listings.)

COURSES IN THE HUMANITIES

American	
Ethnic Studies	232. American Jewish Experiences. (4)
Art	251. Women and Art. (4)
Classics	252. Women in Antiquity. (3,4)
English	340. Studies in Women and Literature. (4) a. The woman writer in society b. Feminist critical approaches to literature
	377. American Jewish Literature. (4)
	381. Studies in Black American Literature. (4)
History	310. Race, Class, and Gender in American History. (4,3)
	341. History of Women in Modern Asia. (4)
	365. Women in American History. (4)
Humanities	230. Women Writers in Contemporary Italy. (4)
	320. Perspectives on the Middle Ages. (4) a. Medieval women b. Medieval constructs of gender, race, and class
	347. Women Writers in Japanese Culture. (4)
	353. African and Caribbean Women Writers. (4)
Linguistics	231. Language and Gender in Japanese Culture. (4)
Music	208. Women and Music. (4)
Religion	340. Men's Studies and Religion. (4)
	366. Gender and Religion. (4)
	370. Women and Christianity. (4)
	371. Sexuality and Christian Thought. (4)

COURSES IN THE SOCIAL AND NATURAL SCIENCES

Politics	229. Women and Politics. (4)
Psychology	265. Human Sexuality. (4)
	359. Psychology of Gender. (4)
Sociology	153. Marriage and the Family. (4)
	305. Male and Female Roles in Society. (4)
	309. Sexuality and Society. (4)
	311. Women in Professions. (4)
	348. Sociology of the Family. (4)
	359. Race and Ethnic Relations. (4)
	361. Sociology of the Black Experience. (4)

Students intending to minor in Women's Studies should consult the director of Women's Studies in Tribble Hall A-106B, preferably during their first or early in their second year.

Overseas Courses



WFU COURSES TAUGHT ON OVERSEAS

CAMPUSES DURING THE LAST FIVE

SCHOOL YEARS*

FALL 1994-FALL 1999

Beijing, China

Semesters Taught

ASI 3111.	Special Topics: Lit. Chinese Writing (4)	Fall, 1997
CHI 1131.	Elementary Chinese (10)	Fall, 1995
CHI 1141.	Elementary Chinese: Written (5)	Fall, 1998, 1997, 1996
CHI 1151.	Elementary Chinese: Spoken (5)	Fall, 1998, 1997, 1996
CHI 1991.	Chinese Individual Study (2)	Fall, 1995
HMN 2431.	China in Perspective (2)	Fall, 1998, 1997, 1995
HMN 2461.	Selected Contemp. Chinese Fic. (4)	Fall, 1995
HMN 2561.	Beijing: A Study of Chinese Religion and Politics (4)	Fall, 1998
HST 3441.	Modern China (4)	Fall, 1996

Berlin, Germany

ART 5007.	German Art & Arch. in 20th Cent. (4)	Spring, 1995
GER 2167.	Theatre in Berlin (4)	Spring, 1995
GER 2187.	Topics in Adv. Comp. & Conv. II (4)	Spring, 1995
GER 2707.	Ger. Art & Arch. in 20th Century (4)	Fall, 1997
GER 2707.	Germany and European Unification (4)	Spring, 1995 Fall, 1997
GER 2707.	Theatre in Berlin (4)	Spring, 1995
GER 2707.	Topics in Ger. Soc. Hist. Since 1945 (4)	Spring, 1995
GER 2707.	Adv. Comp. and Conversation (4)	Fall, 1997
GER 2707.	Germans and Jews (4)	Fall, 1997
GER 2707.	Ger. Lit. from 1945 to Present (4)	Fall, 1997

*The listing of overseas courses may not be complete.

HMN 5007.	Geo. Time: Dev. Geo. His. 1700/1830 (4)	Spring, 1995
HMN 5017.	Mentopolis (4)	Spring, 1995

Dijon, France

ART 2712.	Studies in French Art (2)	Fall, 1999, 1998 1997, 1996, 1995
FRH 1992.	Independent Study (2)	Fall, 1998
FRH 2192.	Advanced Oral & Written French (4)	Fall, 1998, 1997, 1996, 1995
FRH 2202.	Advanced French Conversation (4)	Fall, 1999, 1998
FRH 2232.	Contemporary France (4)	Fall, 1999, 1998, 1997, 1996, 1995
FRH 2242.	French Civilization (4)	Fall, 1999, 1998, 1997, 1996, 1995
FRH 2402.	Independent Study (2)	Fall, 1998, 1996
FRH 2752.	French Literature (2)	Fall, 1998, 1997, 1996, 1995
FRH 2802.	Directed Study (2)	Fall, 1998
INS 100.	Study Abroad (2)	Fall, 1998, 1997

Freiburg-im-Breisgau, Germany

ART 5007.	Classic Mod. Art in Ger. 1900/30 (4)	Fall, 1997
ART 5007.	Contemporary Ger. Stage II (4)	Spring, 1995
ART 5017.	Velazquez (4)	Spring, 1995
BUS 5007.	Eur. Bus. Law & Legal Aspects (4)	Spring, 1996 Fall, 1997
BUS 5007.	Internat. Bus. Strategies & Eu (4)	Fall, 1997
BUS 5207.	Internat. Bus. Strategies & Eu (4)	Spring, 1998
ECN 1687.	Environmental Eco. Ger/Eu Contx (2)	Fall, 1997
ECN 2177.	Internat. Eco. Relat. Eur. Union (4)	Fall, 1997
ECN 2487.	Economy and Environment (4)	Fall, 1997
ECN 2517.	European Market Integration (4)	Spring, 1998, 1995
ECN 2587.	Intern. Econ. Relations of Eur. Union (4)	Fall, 1997 Spring, 1998
ECN 2707.	European Econ. Policies (4)	Spring, 1996
ECN 2717.	European Market Integration (4)	Spring, 1996 Fall, 1997
ECN 2727.	European Economic Policies (4)	Fall, 1997
ECN 5007.	Intro. to the European Union (1,.5)	Spring, 1996 Fall, 1997
ECN 5007.	Intro. to Eur. Union: Market Intg. (.5)	Spring, 1996 Fall, 1997
EDU 2037.	Supervised Teaching Internship (4)	Spring, 1998

GER 2157.	Contemporary German Lit. I (4)	Spring, 1998
GER 2167.	Contemporary German Lit. I (4)	Fall, 1997
GER 2167.	Contemporary German Lit. II (4)	Spring, 1995
GER 2177.	Adv. Comp. Read. & Conv. (4)	Spring, 1995
GER 2177.	Advanced German (4)	Fall, 1997
GER 2197.	Adv. Comp. Read. and Conv. (4)	Spring, 1995
		Fall, 1997
GER 2707.	Auth. & Dem. Tradition of Ger. (4)	Spring, 1998
GER 2707.	Advanced German (4)	Fall, 1997
GER 2707.	Classic ^d Mod. Art in Ger. 1900-30 (4)	Fall, 1997
GER 2707.	Contemporary Ger. Lit. (4)	Spring, 1998
GER 2707.	Contemporary Ger. Stage I (4)	Fall, 1997
GER 2707.	Contemporary Ger. Stage II (4)	Spring, 1996
GER 2707.	Environmental Eco. Ger./Eur. Contx. (4)	Fall, 1997
GER 2707.	For Pol./Ger. Unificat./Eur. Int. (4)	Spring, 1995
GER 2707.	Ger. Art & Architec. in 20th Cen. (4)	Spring, 1995
GER 2707.	Ger. Art Between Conform. & Provocat. (4)	Spring, 1995
GER 2707.	Ger. Art Conform./Provocat. (4)	Spring, 1996
GER 2707.	Ger. History & Ger. Nation (4)	Fall, 1997
GER 2707.	Germany as an Econ. Power (4)	Spring, 1996
GER 2707.	Individual Study (2)	Spring, 1996
GER 2707.	Intermediate German II (4)	Spring, 1998, 1996
GER 2707.	Kurzprosa des 20. Jahrhunderts	Spring, 1998
GER 2707.	Media, Society, and Politics	Fall, 1997
GER 2707.	Nationalsoz Konzertrat 1933-45	Spring, 1998
GER 2707.	Philosophy & Political Theory (1)	Fall, 1997
GER 2857.	Contemporary German Liter. I (4)	Fall, 1997
GER 2857.	Contemporary German Stage (4)	Fall, 1997
GER 2857.	Ger. Short Prose Lit. AR/1900 (4)	Fall, 1997
HST 5007.	Authorit. & Dem. Trad. of Germany (4)	Spring, 1998
HST 5007.	Intro. Hst. of Habsburg Monar. (4)	Spring, 1995
HST 5007.	Germ. History & Germ. Nation	Fall, 1997
POL 2317.	European Political Cultures (4)	Spring, 1996
POL 2427.	Pol. Institutions of the Eur. Community: Policies of European Integration (4)	Spring, 1996
POL 2527.	Europe in Transition (4)	Spring, 1996
		Fall, 1997
POL 2527.	Policies of Eur. Integration (4)	Spring, 1996
POL 5007.	European Political Cultures (4)	Spring, 1998
POL 5007.	Media, Society, and Politics (4)	Fall, 1998, 1997
THE 5007.	The Contemporary German Stage (4)	Fall, 1997

Havana, Cuba

LAS 220.	Afro-Caribbean Rel. & Culture (4)	Summer, 1998
SPA 3689/6689.	Cuban Literature (4)	Summer, 1998

Hiratsuka, Japan (Tokai University)

HMN 2121.	Orientalism and Western Tradition (4)	Fall, 1996
HMN 2471.	Mus. & Edu.: Japan & West 1900-Pre. (4)	Fall, 1995
HMN 2911.	Food, Diet & Health in Japan (4)	Fall, 1997
HMN 3421.	Japan in Perspective (2,4)	Fall, 1999, 1998, 1997, 1996
HST 3471.	Japan During Tokugawa Era (4)	Fall, 1998
JPN 1121.	Beginning Japanese: Written (5)	Fall, 1999, 1998, 1997, 1996
JPN 1131.	Beginning Japanese (10)	Fall, 1995
JPN 1131.	Beginning Japanese: Spoken (5)	Fall, 1999, 1998, 1997, 1996
JPN 1521.	Intermediate Japanese: Written (5)	Fall, 1998, 1997, 1996
JPN 1531.	Intermediate Japanese (10)	Fall, 1995
JPN 1531.	Intermediate Japanese: Spoken (5)	Fall, 1999, 1998, 1997, 1996
JPN 1991.	Individual Study (2)	Fall, 1995
JPN 2191.	Advanced Japanese (10)	Fall, 1995
JPN 3421.	Japan in Perspective (2)	Fall, 1995

London, England

ART 2320.	English Art, Hogarth to Present (2,4)	Fall, 1997, 1996, 1995
ART 2320.	English Art, Hogarth to Present (2,3,4)	Spring, 1996, 1995 Fall, 1998
ENG 2790.	English Drama Lit. & London Theatre (4)	Fall, 1998
ENG 3020.	Spirit of Place in British Literature (4)	Fall, 1997
ENG 3240.	Eng. Drama Lit. & London Theatre (4)	Fall, 1997, 1996, 1995
ENG 3300.	British Lit. of the Eighteenth Century (4)	Fall, 1995 Spring, 1995
ENG 3630.	Mod. Traditions of Eng. Poetry (4)	Fall, 1996
ENG 3650.	British Fiction of 20th Century (4)	Fall, 1995
ENG 6020.	Spirit of Place in British Literature (3)	Fall, 1997
ENG 6240.	Eng. Drama Lit. & London Theatre (4)	Fall, 1997, 1996, 1995
HST 2110.	Colloquium (4)	Fall, 1995
HST 2260.	History of London (2,3,4)	Spring, 1996, 1995 Fall, 1997, 1996, 1995,
SOC 2040.	Social Institutions of Britain (4)	Spring, 1996, 1995 Fall, 1998
SOC 3370.	Aging in Mod. Soc.: Great Britain (4)	Fall, 1998

SOC 3650.	European Business & Society (4)	Spring, 1996, 1995
THE 2650.	The English Theatre, 1660-1940	Fall, 1995, 1993
		Spring, 1995
THE 2790.	Eng. Drama Lit. & London Theatre (4)	Fall, 1998

Moscow, Russia

ECN 2088.*	Intermediate Macroeconomics II (4)	Spring, 1995
RUS 2288.*	Advanced Grammar (4)	Spring, 1998
RUS 2708.*	Independent Study (2,4,6,8,12)	Spring, 1998, 1996, 1995

Quito, Ecuador

SPA 113E.	Elem. Spanish: Immersion Setting (10)	Summer 1999
SPA 153E.	Int. Elem. Spanish: Immersion Setting (10)	Summer, 1999, 1998
SPA 153E.	Int. Interm. Spanish: Immersion Setting (10)	Summer, 1999, 1998

Salamanca, Spain

ART 2029.	Spanish Art & Architecture (2,3,4)	Spring, 1999, 1998, 1997, 1996, 1995
HST 2019.	General History of Spain (4)	Spring, 1999, 1998, 1997, 1996, 1995
SOC 2029.	Social and Political Structures of Present-Day Spain (4)	Spring, 1999, 1998, 1997, 1996, 1995
SPA 1829.	Introduction to Spain (2,4)	Spring, 1996, 1995
SPA 2019.	Intensive Spanish (2)	Spring, 1999, 1998, 1997, 1996, 1995
SPA 2179.	Masterpieces of Spanish Literature (4)	Spring, 1999
SPA 2199.	Advanced Spanish (4)	Spring, 1996, 1995
SPA 2249.	Spanish Civilization (4)	Spring, 1999
SPA 2419.	Literature of the Golden Age I (4)	Spring, 1999, 1998, 1997, 1996, 1995
SPA 2739.	20th Century Spanish Novel (4)	Spring, 1995
SPA 2879.	Spec. Topic: Cult. ID in Lat. Am. & US (4)	Spring, 1996, 1995
SPA 3759.	Special Topics in Spanish Literature and Culture (2 or 4)	Spring, 1999
SPA 3879.	Special Topics in Spanish-American Literature and Culture (2 or 4)	Spring, 1999

*Moscow State

Venice, Italy

ART 2693.	Venetian Renaissance Art (4)	Spring, 1996, 1995 Fall, 1998, 1997, 1996, 1995
CLA 2553.	World of Myth in Virgil & Ovid (4)	Spring, 1996, 1995
CLA 2713.	The Roman Civiliz. of Ancient Venetia (4, 3)	Spring, 1996, 1995
CLA 2883.	Individual Study - Venice (2,4)	Spring, 1996, 1995
ENG 3653.	Twentieth-Century British Fiction (4)	Fall, 1997
HON 1353.	Approaches to Human Experience (4)	Fall, 1997
HON 2433.	Literature, Travel & Discovery (4)	Spring, 1995 Fall, 1999
HSS 1153.	Physical Conditioning (1)	Fall, 1995
HSS 3703.	Biomechanics of Human Movement (4)	Fall, 1995
HST 2163.	Ancient World II	Fall, 1998
HST 2223.	Renaissance & Reformation (4)	Fall, 1996
HST 2253.	History of Venice (4)	Fall, 1998, 1996, 1995
ITA 1533.	Intermediate Italian (4)	Fall, 1999
ITA 2153.	Introduction to Italian Literature I (4)	Spring, 1996, 1995 Fall, 1998, 1997, 1996, 1995
ITA 2163.	Introduction to Italian Literature II (4)	Fall, 1999, 1998, 1997, 1996, 1995, 1994 Spring, 1999, 1998, 1997, 1995
ITA 2213.	Spoken Italian: Venice (4)	Fall, 1999, 1998, 1997, 1996, 1995, 1994 Spring, 1999, 1998, 1997, 1995
MUS 2143.	The Language of Music in Italy (4)	Spring, 1995 Fall, 1999
PHI 2853.	Philosophy of Art (4)	Fall, 1996

Vienna, Austria

ANT 5007.	Hist. of E. Eur. Jews: Coex. & Con. (4)	Spring, 1995
ANT 5007.	Reemerg. of Ethnic Iden. in East Eur. (4)	Fall, 1996
ART 1037.	Austria: Art & Architecture (4)	Spring, 1998, 1995 Fall, 1996
ART 2727.	Baroque Art (4)	Spring, 1996
ART 5007.	Austria: Art & Architecture (4)	Spring, 1996 Fall, 1997, 1996, 1995
ART 5007.	Critical Approach to Modern Art (4)	Fall, 1996
BUS 2157.	International Bus.: European Approach (4)	Fall, 1997
BUS 2237.	International Trade & Marketing (4)	Spring, 1995

BUS 2237.	Business and Marketing in East (4)	Spring, 1998
BUS 2247.	Euromoney: The Evolution of Tod (4)	Spring, 1998
BUS 2347.	Euromoney: The Evolution of Tod (4)	Spring, 1998
BUS 2297.	Business German (4)	Fall, 1997
BUS 2347.	Multinational Bus. Enterprises (4)	Fall, 1997, 1996
BUS 5007.	Business Internship (4)	Fall, 1997, 1996 Spring, 1998
BUS 5007.	Multinational Bus. Enterprises (4)	Fall, 1996
BUS 5007.	Internat. Bus.: A European Approach (4)	Fall, 1997
BUS 5017.	EMoney: Evol. Today's Eurcur. Sys. (4)	Fall, 1996
BUS 5207.	Supervised Bus. Internship (4)	Fall, 1997
ECN 2537.	Trans. to Market Eco.: E. Central Europe (4)	Fall, 1997
ECN 2717.	EMoney: Evol. Today's Eurcur. Sys. (4)	Fall, 1996
EDU 2027.	Supervised Teaching Internship (4,2)	Spring, 1996, 1995
EDU 2037.	Supervised Teaching Internship (2)	Spring, 1995
EDU 3627.	Supervised Teaching Internship (2)	Fall, 1996
EDU 3637.	Supervised Teaching Internship (2)	Fall, 1996
ENG 3027.	Comp. Cen. European Lit. I (4)	Fall, 1996
GER 1117.	Elementary German I (4)	Fall, 1997, 1996 Spring, 1998, 1995
GER 1127.	Elementary German II (4)	Spring, 1995
GER 1127.	Intermediate German I (4)	Spring, 1996
GER 1537.	Intermediate German I (4)	Spring, 1995 Fall, 1997, 1996
GER 2177.	Conversation and Composition (4)	Fall, 1997
GER 2157.	Vienna Theatre I (in German) (4)	Fall, 1996
GER 2187.	Conversation & Composition (4)	Spring, 1995
GER 2197.	Conversation and Composition (4)	Fall, 1996
GER 2197.	Business German (4)	Spring, 1998
GER 2297.	Business German (4)	Spring, 1995 Fall, 1996
GER 2707.	Advanced German (4)	Spring, 1998, 1996 Fall, 1996
GER 2707.	Conversation & Composition (1, 4)	Spring, 1998, 1995 Fall, 1997, 1996
GER 2707.	Intermediate German I (4)	Fall, 1996
GER 2707.	Intermediate German II (4)	Fall, 1997, 1996, 1993
GER 2707.	Finde Seicle: Vienna 1865-1914 (4)	Fall, 1997
GER 2707.	Osterreich in Text & Film I (4)	Fall, 1997, 1996
GER 2707.	Osterreich in Text & Film II (4)	Spring, 1995
GER 2707.	Vienna Theatre I (in German) (4)	Fall, 1997, 1996
GER 2707.	Theater in Vienna II (in German) (4)	Spring, 1998, 1995
GER 2707.	Vienna Theatre II (4)	Spring, 1996
GER 2707.	Vienna: Growth of an Urban Civ. (4)	Spring, 1998
GER 2857.	Vienna Theatre II (4)	Spring, 1998

GER 3007.	Vienna Theatre I (in German) (4)	Fall, 1997
HMN 2157	Aus. Lit. in a Comp. Eur. Persp.	Spring, 1998
HMN 2157.	Comparative Cen. Eur. Lit. II (4)	Spring, 1996
HMN 2187.	Comparative Cen. Eur. Lit. I (4)	Fall, 1996
HMN 5007.	Comparative Cen. Eur. Lit. II (4)	Spring, 1996, 1995
HST 1017.	History of Habsburg Empire (4)	Fall, 1997
HST 5007.	Coexistence & Conflict (4)	Spring, 1998
HST 5007.	East Eur: WWII to Present (4)	Spring, 1996
HST 5007.	Fin de Siecle: Vienna 1865-1914 (4)	Fall, 1997
HST 5007.	History of Habsburg Empire (4)	Fall, 1997
HST 5007	Modern Austria in Central Europe	Spring, 1998
HST 5007.	Nations and Religions: Maj/Min (4)	Fall, 1997
HST 5007.	Vienna: Growth of an Urban Civil. (4)	Fall, 1996
HST 5007.	Vienna 1900: Le Fin de Siecle (4)	Spring, 1995
HST 5017.	East Europe: World War II to Present (4)	Spring, 1995
HMN 2157	Comparative Cen. Eur. Lit. I (4)	Fall, 1997
HMN 2187	Comparative Cen. Eur. Lit. I (4)	Fall, 1997
MUS 1017	Music in Performance (4)	Spring, 1995
MUS 2227.	Music from Mozart to Mahler (4)	Spring, 1996
MUS 2237.	Music from Mozart to Mahler (4)	Spring, 1995
MUS 5007.	Music in Performance (4)	Fall, 1997, 1996
POL 2327.	Political Reform in E. Eur. (4)	Spring, 1995
POL 2527.	Cen. Eur. Pol. in Age of Upheaval (4)	Fall, 1996
POL 2527.	Internat. Law & Trans. Corp. (4)	Spring, 1995
POL 2617.	Internat. Organ. I: Eur. Integration (4)	Fall, 1996
POL 5007.	Internat. Organ. I: Eur. Integration (4)	Fall, 1997
PSY 2557.	Personality & Psychopathology (4)	Fall, 1996
PSY 3337.	Motivation & Aggression (4)	Fall, 1996
PSY 5007.	Psychoanal. & Existential. Psy. (4)	Spring, 1995
PSY 5007.	Personality & Psychopathology (4)	Fall, 1996

COURSES ON OTHER SITES

Africa

HMN 225S.	The Sahel Encounter (3) (Niger Republic, Burkina Faso, Senegal)	Summer, 1995
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Asia, Pacific Rim

POL 242.	Topics in Bangladesh (4)	Summer, 1996
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Europe

ACC 290.	International Accounting (4) (Belgium, France, Germany, Switzerland, UK)	Summer, 1999, 1998, 1997, 1996, 1995
ANT 381B.	Archeological Research I, II (4,4)	Summer, 1996
382B.	(Ceredo, Italy)	
BUS 208S.	European Business Environment (4)	Summer, 1995
BUS 290.	International Business Study Tour (4)	Summer, 1999, 1998, 1997, 1996
EDU 272A.	Geography Study Tour (4)	Summer, 1999, 1998, 1997, 1996, 1995
ENG 31010.	Death, Nature & Change in Med. Liter. (4) (Oxford, England)	Summer, 1995
HMN 241S.	Arts and Sciences Tour of Europe (4)	Summer, 1996, 1995
HMN 50010.	Interdisciplinary Sem. Assessment (2) (Oxford, England)	Summer, 1995

Middle East

REL 102.	Introduction to the Bible (4)	Summer, 1997, 1996
315., 316.	Field Research in Biblical Archeology (4,3;4,3)	

Carribean

ANT 381A.	Archeological Research (4,4)	Summer, 1997, 1996,
382A.	(San Salvador, the Bahamas)	1995
ANT 383.	Field Research in Cultural Anthropology	Summer, 1997, 1996,
384.	(4,3;4,3) (Roatan Island, Honduras)	1995
ANT 384.	Field Research in Cultural Anthropology	Summer, 1999
	(4,3) (Roatan Island, Honduras)	

Wayne Calloway School of Business and Accountancy



Jack E. Wilkerson Jr., Dean

Associate Dean for Curriculum and Administration J. Kline Harrison

Associate Dean for Academic Programs and Resources Dale R. Martin

Assistant Dean for Student Professional Affairs Helen W. Akinc

Assistant Dean for Student Academic Affairs Katherine S. Hoppe

Thomas H. Davis Professor of Business Umit Akinc

The Hylton Professor of Accountancy Thomas C. Taylor

F.M. Kirby Chair of Business Excellence Roger L. Jenkins

J. Tylee Wilson Professor of Business Ethics Donald P. Robin

Kemper Professor John S. Dunkelberg

Wayne Calloway Professor of Accountancy Dale R. Martin

Wayne Calloway Professor of Taxation Ralph B. Tower

Benson-Pruitt Associate Professor Thomas S. Goho

BellSouth Mobility Technology Faculty Fellow and Assistant Professor Gordon E. McCray

PricewaterhouseCoopers Faculty Fellow and Assistant Professor Audrey A. Gramling

PricewaterhouseCoopers Faculty Fellow, Assistant Professor and Director of the Arthur

Andersen Center Yvonne H. Stewart

Exxon-Wayne Calloway Faculty Fellow and Assistant Professor Annette L. Ranft

Director of the Risk Management Faculty Fellow Program William M. Marcum

Professor Emeritus Eddie V. Easley

Professors Stephen Ewing, Jack E. Wilkerson Jr.

Associate Professors S. Douglas Beets, Arun P. Dewasthali, Jonathan E. Duchac, J. Kline

Harrison, Paul E. Juras

Assistant Professors Terry A. Baker, Sheri A. Bridges, Debra R. Jessup, William M.

Marcum, Patricia A. Lobingier, Amy E. Randel, G. Page West III

Senior Lecturer in Business Clayton E. Hipp Jr.

Lecturer in Business David K. Isbister

Instructors Helen W. Akinc, Katherine A. Baker, John Bennett, Tamara M. Greenwood,

Katherine S. Hoppe, Mary Martha McKinley

Visiting Instructors James W. Eynon, Karen Mishra

CORE PURPOSE

We are a community of teacher-scholars committed to providing an intimate educational environment and an intellectually challenging educational experience in which our students prepare for successful leadership roles in business and society.

SHARED VALUES

We are committed to:

*Excellence in teaching and learning;
the growth and development of each of our students;
intellectual curiosity and the pursuit of knowledge; and
personal and professional integrity.*

PROGRAMS

Four four-year programs of study leading to the bachelor of science degree are offered. Students may choose a major in either business, analytical finance, information systems, or mathematical business (in cooperation with the Department of Mathematics). A five-year program of study is offered which combines a master of science in accountancy with a bachelor of science in accounting, a bachelor of science in analytical finance, or a bachelor of science in information systems.

The five-year program is an integrated BS/MS program. Interested students will declare an accountancy, analytical finance, or information systems major during their sophomore year and will apply to the master's program during their third year. Students will receive both the bachelor of science and the master of science degrees upon completion of the program.

OBJECTIVES

The business program of the Wayne Calloway School of Business and Accountancy prepares students for success in today's business world with a challenging and high quality curriculum. The program is intentionally general and facilitates the integration of the various business disciplines with the liberal arts core. It also emphasizes flexibility by allowing the opportunity for specialized career paths and for minors outside the Calloway School.

The analytical finance program in the Wayne Calloway School of Business and Accountancy prepares students for success in careers in financial services, including investment and commercial banking and financial consulting. The program emphasizes a strong concentration in finance, supported by accounting concepts beyond the introductory level, which is critical in a global environment.

The mathematical business program, offered by the Wayne Calloway School of Business and Accountancy jointly with the Department of Mathematics, prepares students for careers in business and government that require model-based, advanced quantitative approaches to problem solving. The program responds to today's complex global environment, where problems in business administration and public policy making are becoming more intricate, requiring the use of such an approach.

The information systems program in the Wayne Calloway School of Business and Accountancy prepares students for challenging careers in information systems and technology management. The program emphasizes the leveraging effects of information technology toward competitive advantage, while also developing the requisite technical skill base to effectively serve leadership roles in information systems organizations.

The bachelor of science in accountancy (BSA) degree program of the Wayne Calloway School of Business and Accountancy, which is only offered in conjunction with the MSA program, is geared to providing a foundation for the MSA degree. The program includes the opportunity for broad exposure to undergraduate concepts to prepare students to successfully complete the MSA degree.

The master of science in accountancy (MSA) degree program of the Wayne Calloway School of Business and Accountancy prepares students to make sustained contributions to the discipline and practice of accounting. The program can be tailored to meet the needs of students with a variety of undergraduate majors, including liberal arts and sciences, business, and accounting. All students participate in intensive course work to prepare for a career in auditing, tax consulting, investment banking, or financial consulting.

All programs in the Calloway School are accredited by the AACSB—The International Association for Management Education.

ADMISSION

Admission to the Calloway School is by formal application, and applicants will be screened by the Committee on Admissions, Continuation, and Scholarships of the Wayne Calloway School of Business and Accountancy. Before being considered for admission to the Calloway School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wayne Calloway School of Business and Accountancy are completion of sixty-five credits with an overall grade-point average of 2.2, completion of Economics 150, Mathematics 106 or 111 (Mathematics 111 for the mathematical business major), Accounting 111 and 112, and a 2.0 average in these four courses. In addition, students should have completed Business 100 and Communication 110. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Calloway School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wayne Calloway School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 32.

TRANSFER OF CREDIT FROM OTHER SCHOOLS

It is expected that most work toward degrees offered by the Wayne Calloway School of Business and Accountancy will be taken in the Calloway School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- (a) Courses at another school passed with the minimum passing grade at that school may not be transferred.*
- (b) Courses transferred in business and accountancy may be subject to validating examinations.*
- (c) No work in courses numbered 200 and above will be accepted from two-year schools.*
- (d) Courses taken elsewhere in subjects not offered at the Wayne Calloway School of Business and Accountancy will not necessarily count towards the credits required in the Calloway School.*
- (e) Only one course so transferred may be an elective unless such course is from an international program approved by Wake Forest University, in which case two such electives may be so transferred.*
- (f) Business 371 cannot be transferred from another institution; it must be taken in the Calloway School.*

For the bachelor of science in business, a minimum of forty credits must be earned in the Wayne Calloway School of Business and Accountancy at Wake Forest University; for the bachelor of science in analytical finance, the minimum credits earned in the Calloway School must total fifty-four; for the bachelor of science in information systems, the minimum credits earned in the Calloway School must total fifty-two; for the BS/MS in professional accountancy, a minimum of fifty-four credits and thirty graduate semester hours must be earned in the Calloway School; and for the bachelor of science in mathematical business, a minimum of forty credits must be earned in the Calloway School and/or the mathematics department at Wake Forest University.

REQUIREMENTS FOR CONTINUATION

In addition to the requirements stated on page 32, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wayne Calloway School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, will decide if the student may continue as a major in the Calloway School.

REQUIREMENTS FOR GRADUATION

The Wayne Calloway School of Business and Accountancy confers the bachelor of science degree with a major in either business, analytical finance, information systems, or mathematical business. The Calloway School also confers the master of science in professional accountancy concurrently with the bachelor of science in accountancy, the bachelor of science in analytical finance, or the bachelor of science in information systems. The requirements for completion of the degrees are those in effect at the time the student enters the Calloway School. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 100, 201, 202, 211, 221, 231, 241, 251, 261, and 371; Economics 150; Mathematics 106 or 111; Communication 110; and a minimum of twelve credits from Business 209, 212, 213, 215, 216, 222, 223, 224, 225, 226, 227,

228, 232, 233, 234, 235, 236, 237, 242, 243, 252, 253, 262, 265, 281, 290, 293, 294, 338 or accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

The analytical finance major requires the following courses: Accounting 111, 112, 211, and 212; Business 100, 201, 202, 211, 221, 231, 232, 236, 241, 251, 261, 371; Economics 150; Mathematics 106 or 111; Communication 110 and a minimum of eight credits from Business 233, 234, 235, 237, 281, 290 (or Accounting 290), 293, 294, 338, or any accounting course above Accounting 212.

The information systems major requires the following courses: Accounting 111 and 112; Computer Science 111 and 111L; Business 100, 201, 202, 211, 221, 231, 241, 251, 255, 256, 257, 258, 259, 261, 371; Economics 150; Communications 110; and Mathematics 106 or 111.

Prerequisites for the mathematical business major include the following courses: Accounting 111 and 112; Mathematics 111 and 112; Economics 150; Communication 110, and Business 100. Computer Science 111 and 112 are strongly recommended. Requirements for the mathematical business major are: Mathematics 253, 256, 301 (or 113), 302 (or 121), 353; Business 211, 221, 231, 241, 251, 261, 292; and a minimum of eight additional credits—only four of which can be in Business. Mathematics electives must be at the 300 level or above, excluding 381.

For the combined bachelor of science/master of science degree in professional accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 331, 351, 352, 621, 714, 730, 754, 780, 791; Business 100, 201, 211, 221, 231, 237, 241, 251, 671, 762, an approved international course, and eight credits of approved electives; Economics 150; Mathematics 106 or 111; and Communication 110.

For the combined bachelor of science in analytical finance/master of science in professional accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 331, 351, 352, 621, 714, 730, 754, 780, 791; Business 100, 201, 202, 211, 221, 231, 232, 236, 237, 241, 251, 671, 762, and an approved international course; Economics 150; Mathematics 106 or 111; and Communication 110.

For the combined bachelor of science in information systems/ master of science degree in professional accountancy the following coursework must be completed: Accounting 111, 112, 211, 212, 351, 352, 621, 714, 754, 780, 791; Computer Science 111 and 111L; Business 100, 201, 211, 221, 231, 237, 241, 251, 255, 257, 658, 659, 671, 762; Economics 150; Mathematics 106 or 111; and Communications 110.

In addition to the courses stipulated above, the student in business and accountancy also must meet the following requirements for graduation:

- (a) a minimum of 144 credits for the four-year programs and 144 credits plus 30 graduate semester hours for the five-year program, including the basic and divisional requirements established by Wake Forest College;*
- (b) a minimum grade-point average of 2.0 on all work attempted at Wake Forest;*
- (c) a minimum grade-point average of 2.0 on all work attempted at other institutions; and*
- (d) an overall 2.0 grade-point average on all business and accountancy courses.*

SENIOR HONORS PROGRAM

Calloway School students (exclusive of mathematical business majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school are graduated with the designation “Honors in Business,” “Honors in Accountancy,” “Honors in Analytical Finance,” or “Honors in Information Systems.” For additional information, interested students should consult a member of the faculty of the Wayne Calloway School of Business and Accountancy

Mathematical business majors with a grade point average of at least 3.0 on all college work and a minimum grade point average of 3.5 in the major are invited to apply for admission to the honors program in mathematical business. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school and the mathematics department are graduated with the designation “Honors in Mathematical Business.” For additional information, interested students should consult a member of the faculty of the mathematics department or the Wayne Calloway School of Business and Accountancy.

BETA GAMMA SIGMA, NATIONAL HONOR SOCIETY

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper 7 percent of the junior class or the upper 10 percent of the senior class.

Courses of Instruction

BUSINESS

100. Calloway Requisite Integrated Study Program. (2) Provides students with an awareness of the fundamental objectives of business organizations and the environments in which they operate, in order to provide a common foundation for an integrated study of business disciplines. In addition, students develop knowledge and basic skills of business software applications including the operating system and windows, spreadsheets, business presentation graphics, and databases. C—Accounting 111 or P—Accounting 111. Closed to freshmen and seniors.

181. Field Study. (1) Directed field study in specialized areas of business. P—Business 100 and Accounting 111. Permission of instructor.

201. Quantitative Analysis I. (4) This course emphasizes the understanding and application of quantitative tools used in the business decision-making process. Specific issues covered include collection and presentation of data, sampling, and inferences. P—Business 100.

202. Quantitative Analysis II. (4) This course is a continuation of Business 201. Additional statistical analysis tools are covered including linear programming. P—Business 201.

209. Seminar: Contemporary Issues in Business. (2,4) The course examines current business issues using the theory and practices covered in the core courses. Topics may include recent global business events and policies, corporate takeovers and restructurings, business aspects of health care, workplace issues, the relationship of government and business decisions, among others. The topics discussed will change each semester reflecting the important issues at that time. P—Senior status and permission of instructor.

211. Organizational Theory and Behavior. (4) This course focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as the functions of organizational systems and dynamics.

212. Human Resource Management. (4) This course focuses on important human resources management (HRM) skills that are frequently used by line managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of line managers' HRM responsibilities, and skilled in HRM applications as prospective line managers. P—Business 211.

213. Entrepreneurship. (4) The course is designed to acquaint students with entrepreneurship in practice, and to help students assess whether an entrepreneurial path makes sense for them. Students will define their own new business opportunities and will design a business plan for a new business start-up. Topics covered will include marketing research and screening new venture ideas, the qualities which successful entrepreneurs and their management teams possess, growth and transition issues for new ventures, legal and financial issues in start-ups, and raising capital. P—Business 211, 221, and 231, or permission of the instructor.

215. Seminar in Comparative Management. (2,4) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles employed by managers in an international context. The course is conducted in a seminar format and focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

216. Management in the Non-profit and Public Sectors. (2) This seminar focuses on the comparisons and contrasts of management across the non-profit, public, and private sectors. The course uses a seminar format and a "real-world" approach. P—Senior standing. *(One-half of enrollment spaces are available for non-CSBA students.)*

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150 and Business 100.

222. Marketing Strategy. (4) This course focuses on marketing strategy development through intensive analysis of a diverse selection of cases from consumer, industrial, and

technological markets; product and service businesses; and for-profit and nonprofit sections. Building upon tools, frameworks, and concepts of Business 221, this course pursues key strategic issues in-depth. Topics covered include product development, promotional strategy, physical distribution, and pricing in planning and controlling marketing operation. P—Business 221.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Consumer Behavior. (4) Study of interdisciplinary behavioral science findings in buying decision processes and application of this knowledge to the design of marketing strategies and to the development of creative communication programs. P—Business 221.

226. Retail Management. (4) This course is designed to acquaint the student with the scope, current trends and elements of retail management. Topics covered include market structure of retailing, consumer behavior and retail strategy, changing retail institution types, merchandising strategies, basic financial tools essential to retail profitability and current research in retailing. P—Business 221.

227. Marketing Communications. (4) Marketing communications—the “promotion” part of the four Ps—is designed for students who want to pursue careers in marketing. The overall course objective is to improve students’ ability to communicate with consumers by helping them determine whom to talk to, what to say, and how to say it. In addition to advertising, the course addresses such elements of a marketing communications program as consumer and trade promotions, direct mail, publicity, packaging, point of sale material, and event sponsorship. Discussions, cases, in-class exercises, short oral presentations, and a marketing communications campaign project are among the instructional methods used in the course. P—Business 221.

228. Sports Marketing. (4) This course focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer; marketing and media; advertising and communication; promotion and special events; licensing; and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and globalization of sports products are covered. P—Economics 150 or equivalent.

231. Principles of Finance. (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or nonprofit organization. P—Business 100, Accounting 112, and Economics 150.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

- 233. Investment Analysis.** (4) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks and bonds applying both fundamental and technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.
- 234. Multinational Financial Management.** (2,4) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.
- 235. Financial Institutions & Markets.** (2) A thorough examination of the role of financial intermediaries in a free market economy and the functions of financial institutions within money and capital institutions. Topics include asset, liability, and capital management, the regulatory environment, and special topics. Special topics may include risk management techniques utilizing proprietary insurance to neutralize the effects of risk inherent in daily life: termination or suspension of earnings, liability exposures, and potential losses of real and personal property values. P—Business 231.
- 236. Financial Derivatives.** (4) Futures, options, and swaps are the three most important types of financial derivatives and they are linked by a common pricing framework. This course emphasizes the use of these derivatives in risk management but includes speculative strategies that can be implemented with them. P—Business 231.
- 237. Taxes and Their Role in Business and Personal Decisions.** (4) Study of basic concepts of federal and state income taxation with an introduction to sales, property, and payroll taxes. Emphasis on the impact of taxation on business and personal tax planning and on the importance of compliance. P or C—Accounting 211 or permission of instructor.
- 241. Production and Operations Management.** (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.
- 242. International Operations Management.** (2) This course represents a relatively new dimension in the field of production and operations management. It is intended to introduce the student to the international aspects of managing manufacturing service operations drawing on relatively modest amount of literature—books, articles, and cases that have recently accumulated. The following topics will be covered: international exchange rates, international logistics, international facility location decisions, international sourcing, joint manufacturing ventures and their strategic implications and performance analysis of multinational production systems. P—Business 241.
- 243. Management of Innovation-Based Enterprises.** (4) This course explores the unique challenges and opportunities of businesses which have technology or innovation as a driving force of the firm. Major themes of the course include: the development of product line and technology strategy as the basis for competition; evaluating the need and demand for a new product, product line extension or service; developing and marketing new products and services; and regulatory and ethical issues in innovation. P—Business 211, 221, 231 and 251.

251. Management Information Systems. (4) An introduction to the business issues associated with information technology, designed to provide a broad perspective for managing an organization's information resources. The course begins with an overview of computing technology currently used in business organizations, including hardware, software, telecommunications and networking technology and database management systems. Techniques for developing and implementing corporate information systems are addressed, as are advanced applications of information technology. Frameworks are developed for contemplating when the use of such technologies is appropriate. Finally, the strategic, ethical and international implications of information systems is examined. P—Business 100.

252. Electronic Commerce. (2) Explosive growth in business-to-consumer and business-to-business electronic commerce has been witnessed in recent years. The e-commerce arena is rapidly evolving around new technologies and innovative business models. This course explores the many facets of electronic commerce including infrastructure, global, advertising, retailing, and legal and privacy issues. P—Business 251.

253. Advanced Topics in Information Technology. (2) At any point in time, contemporary organizations face several imposing information technology-based management challenges. This course provides an in-depth analysis of these issues, with an emphasis on considering the alignment between information technology and the goals and strategies of the firm. A high degree of currency is maintained with regard to the topics addressed. P—Business 251.

256. Systems Analysis and Design. (4) The course addresses structured approaches to the development of computer-based information systems in business. Specifically, structured methodologies are addressed, as are approaches to representing information and data flows and requirements. The fundamentals of design are also addressed. Structured software engineering and documentation techniques are explored as approaches to implementing quality systems. P—Business 251 and P or C—Computer Science 111.

261. Legal Environment of Business. (4) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

262. Business Law. (4) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision-making. P—Business 261.

265. Ethics and Business Leadership. (4) An interdisciplinary exploration of ethics applied to business. The lecture, readings, and case-based approach introduces the necessary background information and then utilizes examples of ethical and unethical situations to develop an understanding of how an efficient and effective business can also be ethical. P—Junior or senior standing. (*One-half of enrollment spaces are available for non-CSBA students.*)

- 281. Individualized Reading and Research.** (2,3, or 4) Directed study in specialized areas of business. P—Permission of instructor.
- 290. International Business Study Tour.** (4) An experiential learning course which provides students with an exposure to and understanding of the distinctive characteristics of global versus domestic operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments appropriate to business or analytical finance majors are required. P—Permission of instructor. *Taught overseas in the summer.*
- 292. Seminar in Mathematical Business Analysis.** (4) This seminar provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many business problems from a variety of business functions. Emphasis will be more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details devised for effective model solution. Critical and reflective thinking about models and translation of their results into management action that will add value to a process system will be a major objective. Another objective of the seminar will be to foster group work and the sharpening of presentation skills. P—Business 211, 221, 231, 241, and Mathematics 256, 353.
- 293. Principles of Risk Management and Insurance.** (2) Risk management continues to evolve as an important area of study within the field of finance. This course is intended to assist the student in identifying an analyzing risk and in managing it through insurance and alternative tools. Techniques such as loss control, risk retention, and risk transfer are discussed. Insurance is discussed as one of many tools used to manage the risks of individuals and firms. P—Junior or senior standing.
- 294. Applied Risk Management.** (2) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is placed upon analysis, decision making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. P—Permission of instructor, Business 293, and senior standing.
- 295. Summer Management Program.** (8) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer and open only to junior and senior liberal arts majors.* Special application and admission procedures.
- 296. Seminar in Fundamentals of Business.** (6) A study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer.* P—Admission to master of science in accountancy program.
- 338. Financial Statement Analysis.** (2) A study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is placed on (1) accounting methods used in the preparation of financial statements, (2) implications of

management's accounting choices for evaluation of corporate performance by creditors and investors, and (3) linkages among financial statement items. P—Business 231 and Accounting 212.

371. Strategic Management. (4) This course focuses on the derivation of competitive advantage by organizations. The course emphasizes the activities of general managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, formulating and implementing integrative action plans which enhance performance, and strategic leadership. Emphasis is placed on applying principles of competitive analysis and strategic planning to case studies of domestic situations, diversification, globalization, corporate turnaround, and in the use of computerized business simulations. P—Business 211, 221, 231, and 241.

671. Strategic Management. (5) This course focuses on the intersection between fundamental concepts in strategic management and contemporary issues in accounting. A foundation is built in strategic management theory relating to the various ways in which firms plan and organize value—adding activities, derive competitive advantage, and achieve superior performance. The relation between fundamental strategy issues and related accounting treatments are then examined. P—Bus 211, 221, 231, 241 and Accounting 414, 454, 480.

762. Business Law for Accountants. (4) An introduction to the process of law and study of the substantive law applicable to contracts, the Uniform Commercial Code, and debt/creditor relations. P—Admission to MS program.

ACCOUNTANCY

110. Introduction to Financial and Management Accounting. (4) Basic accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors, and managers of business enterprises. Open only to juniors and seniors not majoring in business or accountancy. Cannot be substituted for Accounting 111.

111. Introductory Financial Accounting. (4) An introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. Sophomore standing.

112. Introductory Management Accounting. (4) A study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. The topics covered in the course include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in Accounting 111.

211. Financial Accounting Theory and Problems I. (5) A study of the conceptual framework underlying financial accounting in the United States as well as the financial accounting standards setting process and the basic corporate financial statements. Financial

accounting and reporting issues associated with receivables, inventories, property, plant, and equipment, and intangible assets are also examined. P—Business 100 and minimum of C in Accounting 112.

212. Financial Accounting Theory and Problems II. (5) An examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, partners' and stockholders' equity, investments in debt and equity securities, business combinations, and consolidated and multinational enterprises. P—Minimum of C in Accounting 211.

280. Contemporary Issues in Accounting and Finance. (2) This course focuses on the role of management in the formulation of financial reporting policies and practices with an emphasis on the impact of these policies and practices on financial reports, decisions, and markets. Contemporary accounting and finance topics such as earnings management, lease capitalization, cash flow vs. earnings reporting, foreign currency translation, debt extinguishment, oil and gas accounting, among other issues, are analyzed in the course. P—Permission of instructor.

290. International Accounting. (4) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students will participate in a study tour of several selected countries and will gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments appropriate to accounting or analytical finance majors are required. P—Accounting 211 and permission of the instructor. *Taught overseas in the summer.*

331. Federal Taxation of Corporations, Partnerships, Estates, and Trusts. (4) A review of federal taxation principles associated with the organization, operation, and dissolution of corporate, partnership and tax-exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates. P—Admission to MS program or permission of instructor.

332. Selected Topics in Taxation. (4) A review of advanced tax topics including consolidated tax returns, international transactions, multistate corporate taxation and family tax planning. P—Accounting 331.

351. Accounting Information Systems. (2) A study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is placed upon the necessary controls for reliable data. P—Accounting 112 and Business 251.

352. Introduction to Auditing. (5) An examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is placed upon auditing standards and the auditing procedures commonly used in public accounting. P—Admission to the MS program, C or above in Accounting 212; C—Accounting 351.

378. Individualized Reading and Research. (2,3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

390. Professional Accounting Internship. (4) Professional accounting field work, under

the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. P—Admission to MS program and permission of the instructor. Pass/Fail.

621. Advanced Management Accounting. (4) Advanced study of management accounting topics including strategic and operational decisions, behavioral issues related to budgeting, transfer pricing, performance measurement, and contemporary issues in accounting for management planning and control. P—Minimum of C in Accounting 112.

632. Selected Topics in Taxation. (4) A review of advance tax topics associated with federal taxation of flow through entities and international transactions, and state and local taxation. P—Accounting 631.

633. Tax Policy and Planning. (2) An examination of current tax policy issues and the effects of taxes on investment alternatives. P—Business 237.

714. Seminar in Financial Reporting. (5) An examination of a variety of financial reporting topics, including revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, interim and segment reporting, and the statement of cash flows. P—Admission to MS program and minimum of C in Accounting 212.

730. Tax Research Methods. (1) A survey of the methods and resources used by tax practitioners in researching compliance and planning issues. P—Business 237 or permission of instructor.

734. Estate and Gift Taxation. (2) A review of taxation of gratuitous transfers under the federal estate and gift tax code and under state inheritance gift tax law. Analysis of tax planning and compliance issues. P—Business 237.

754. Advanced Auditing and Assurance Services. (5) A study of current issues, practices, and techniques related to auditing. Students will utilize available research materials, databases, personal auditing experience, and practitioner sources to address auditing issues. Emphasis is placed upon analysis, teamwork, writing, and presentation skills. P—Admission to MS program, Accounting 352 or permission of the instructor.

780. Accounting Research Methods and Resources. (2) An introduction to research methods and resources used to investigate issues and problems arising in a professional accounting environment. P—Admission to master of science program.

790. Integrated Study of Critical Issues in Accounting and Taxation. (6) An examination of contemporary accounting and tax issues using an integrative case approach. In this capstone course, students analyze cases, prepare written reports, and make oral presentations, all on both an individual basis and in teams. P—Accounting 480.

791. Professional Accountancy Colloquium. (2) A seminar course that reflects back on the internship experience and examines current issues facing the accountancy profession. The course would allow students to share and discuss issues and problems faced during the internship and would utilize speakers and readings to stimulate discussions. P—Admission to the master of science program.



ALL SCHOOLS—FALL 1999

	Men	Women	Total
Undergraduate Schools*	1,871	1,986	3,857
The Graduate School (<i>Reynolda Campus</i>)	166	234	400
The Graduate School (<i>Bowman Gray Campus</i>)	83	92	175
The School of Law	281	191	472
Divinity School	7	21	28
Babcock Graduate School of Management	410	238	648
The Wake Forest School of Medicine (<i>Includes Allied Health</i>)	224	350	574
University Totals	3,108	3,046	6,154

GEOGRAPHIC DISTRIBUTION—UNDERGRADUATES

By State (1999-2000 Academic Year)

Alabama	33	Kentucky	39	North Dakota	1
Alaska	1	Louisiana	25	Ohio	95
Arizona	8	Maine	12	Oklahoma	14
Arkansas	11	Maryland	164	Oregon	8
California	66	Massachusetts	108	Pennsylvania	211
Colorado	19	Michigan	26	Rhode Island	20
Connecticut	107	Minnesota	15	South Carolina	167
Delaware	19	Mississippi	9	South Dakota	2
District of Columbia	10	Missouri	30	Tennessee	119
Florida	208	Montana	0	Texas	142
Georgia	207	Nebraska	7	Utah	1
Hawaii	2	Nevada	1	Vermont	14
Idaho	1	New Hampshire	18	Virginia	218
Illinois	68	New Jersey	207	Washington	11
Indiana	27	New Mexico	3	West Virginia	35
Iowa	9	New York	163	Wisconsin	14
Kansas	16	North Carolina	1,091	Wyoming	0

Countries Represented (1999-2000 Academic Year):

Australia	Ecuador	Russia
Barbados	France	Senegal
Bermuda	Germany	South Africa
Bolivia	India	Spain
Canada	Indonesia	Sweden
China (PRC)	Ivory Coast	Ukraine
Colombia	Lithuanian Republic	United Arab Emirates
Costa Rica	Mexico	United Kingdom
Dubai	Netherlands	

Total International Students: 54

*Note: Undergraduate data taken from IPEDS—fall enrollment 1999. All other data taken from the Office of the Registrar.

Governing and Advisory Boards



THE BOARD OF TRUSTEES

1996-2000

W. Louis Bissette Jr., Asheville, NC
Libba C. Evans, Winston-Salem, NC
Victor I. Flow Jr., Winston-Salem, NC
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Harvey R. Holding, Ponte Vedra Beach, FL
Lawrence D. Hopkins, Winston-Salem, NC

James W. Johnston, Winston-Salem, NC
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Sheereen A. Miller, Charlotte, NC
Frances P. Pugh, Raleigh, NC
K. Wayne Smith, Newton, NC

1997-2001

Jerry H. Baker, Atlanta, GA
James S. Boshart III, New York, NY
Jocelyn Burton, San Francisco, CA
O. Burton Gupton, Gordonsville, VA
Alice Kirby Horton, Hillsborough, NC

Hubert Humphrey, Greensboro, NC
Albert R. Hunt, Washington, DC
Joseph W. Luter III, Smithfield, VA
J. Lanny Wadkins Jr., Dallas, TX
Kyle Allen Young, Greensboro, NC

1998-2002

L. M. Baker Jr., Winston-Salem, NC
Carlyn J. Bowden, Greensboro, NC
Ronald E. Deal, Hickory, NC
James R. Helvey III, Winston-Salem, NC
Jeanette W. Hyde, Raleigh, NC

Dee Hughes LeRoy, Charleston, SC
L. Glenn Orr Jr., Winston-Salem, NC
Adelaide A. Sink, Tampa, FL
Roy J. Smith, Raleigh, NC
John C. Whitaker Jr., Winston-Salem, NC

1999-2003

Diana Moon Adams, Bartlesville, OK
J. Donald Cowan Jr., Greensboro, NC
Marvin D. Gentry, King, NC
William B. Greene Jr., Elizabethton, TN
Deborah D. Lambert, Arlington, VA

William L. Marks, New Orleans, LA
Louis B. Meyer, Wilson*
J. Donald Nichols, Nashville, TN
Celeste Mason Pittman, Rocky Mount, NC
Charles Jeffrey Young, Winston-Salem, NC

Life Trustees

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Egbert L. Davis Jr., Winston-Salem, NC
Thomas H. Davis*
Floyd Fletcher, Durham, NC
Jean H. Gaskin, Charlotte, NC

Weston P. Hatfield, Winston-Salem, NC
Petro Kulynych, Wilkesboro, NC
James W. Mason, Southern Pines, NC
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Arnold D. Palmer, Youngstown, PA
Zachary T. Smith, Winston-Salem, NC
D. E. Ward Jr., Lumberton, NC
T. Eugene Worrell, Charlottesville, VA
J. Smith Young Sr., Lexington, NC

* Deceased

Officers - 1999-2000

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Murray C. Greason Jr., Winston-Salem, NC, Vice Chair
Adelaide A. Sink, Tampa, FL, Vice Chair
Louis R. Morrell, Winston-Salem, NC, Treasurer
Leon H. Corbett Jr., Winston-Salem, NC, Secretary
J. Reid Morgan, Winston-Salem, NC, Assistant Secretary
Irene A. Comito, Clemmons, NC, Assistant Treasurer

THE BOARD OF VISITORS

Dale R. Walker, Chair, Board of Visitors

Wake Forest College and Graduate School

Terms Expiring June 30, 2000

Catherine B. Burroughs, Aurora, NY
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Stanley Frank, Greensboro, NC
Beverly Freeman, Atlanta, GA
Stephen W. Gilbert, Washington, DC
Thomas C. Griscom, New York, NY
Nancy L. Ingram, Winston-Salem, NC

Timothy See Yiu Lam, Vienna, VA
Randall D. Ledford, St. Louis, MO
Dennis Manning, Surrey, England
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Penelope E. Niven, Winston-Salem, NC
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Howard A. Rollins Jr., Atlanta, GA
Lloyd P. Tate, Raleigh, NC
Janet P. Wheeler, Winston-Salem, NC
Mary Helen Young, Malibu, CA

Terms Expiring June 30, 2001

F. Hudnall Christopher Jr., Winston-Salem, NC
Robert M. Frehse Jr., New York, NY
Beverly B. Lambert, Roanoke, VA

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William W. Webb, Chapel Hill, NC

Terms Expiring June 30, 2002

Peter J. Bondy, Ft. Lauderdale, FL
Stewart Taylor Butler, Winston-Salem, NC
Jane F. Crosthwaite, South Hadley, MA
Evelyn P. Foote, Accokeek, MD
Shirley T. Frye, Greensboro, NC
Stanhope A. Kelly, Winston-Salem, NC
Albert D. McCulloch, Bryn Mawr, PA

Christoph Nostitz, Clemmons, NC
Drewry H. Nostitz, Clemmons, NC
Patricia V. Rogers, Natural Bridge, VA
Dale R. Walker, New York, NY
Douglas C. Waller, Washington, DC
Jeanne P. Whitman, Dallas, TX

Terms Expiring June 30, 2003

Bruce M. Babcock, Winston-Salem, NC
Frank Bragg, Charlotte, NC
Homer Brookshire, Bridgewater, VA
Callie Anne Clark, Hinsdale, IL
Graham Denton, Charlotte, NC
Brenda E. B. Dunson, Washington, DC
Karen L. Elkins, Silver Spring, MD
Kathleen B. French, Fairfax, VA
Lucy Gordon, New York, NY

5.

Charlotte Hanes, Winston-Salem, NC
Sandra R. Kahle, Vero Beach, FL
Thomas W. Lambeth, Winston-Salem, NC
Martin Mayer, Washington, DC
James A. Perdue, Salisbury, MD
Michael G. Riley, Roanoke, VA
Janice K. Story, Atlanta, GA
Rick Lee Tarleton, Athens, GA
John W. Wagster, Nashville, TN

Ex-Officio Members

Sammy Rothrock, President, Alumni Council, Winston-Salem, NC
Celeste M. Pittman, Board of Trustees Liaison, Rocky Mount, NC

THE BOARD OF VISITORS

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Frederick W. Eubank, Charlotte
W. Chester Evans III, Greensboro
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Jeffry D. Frisby, Clemmons
Thomas P. Gibbons, New York, NY
C. Stanley Hamm, Atlanta, GA
Dennis Hatchell, Winston-Salem
Gregory B. Hunter, Winston-Salem
A. Dale Jenkins, Raleigh
M. Benjamin Jones, New York, NY
Meg Jones, Charlotte
Richard Kauffeld Jr., Camden, NJ

John Keener, Charlotte
Gary B. Lambert, Washington, DC
James R. Lattanzi, Greensboro
Susan R. Leadem, London
George L. Lovett, Charlotte
John B. Maier II, New York, NY
Morris D. Marley, Winston-Salem
Dennis R. Reigle, Chicago, IL
Richard A. Riley, Chicago, IL
Larry P. Scott, Florham Park, NJ
H. Dean Sellers, Charlotte
Clay Small, Plano, TX
Patricia G. Stiles, Chicago, IL
Peter M. Stiles, Chicago, IL
June K. Stroh, New York, NY
Porter B. Thompson, Greensboro
Michael J. Wilk, Iselin, NJ
Jackson D. Wilson Jr., Winston-Salem



DATE FOLLOWING NAME INDICATES

YEAR OF APPOINTMENT

University

Thomas K. Hearn Jr. (1983)	President
BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	
John P. Anderson (1984)	Vice President for Finance and Administration
BS, MS, PhD, Georgia Tech.; MBA, Alabama (Birmingham)	
Russell E. Armistead Jr. (1976)	Vice President for Health Services Administration
BS, Virginia Poly. Inst. and SU; MBA, Wake Forest	
Sandra Combs Boyette (1981)	Vice President for University Advancement
BA, UNC-Charlotte; MEd, Converse; MBA, Wake Forest	
Leon H. Corbett Jr. (1968)	Vice President and Counsel
BA, JD, Wake Forest	
Richard H. Dean (1986)	Senior Vice President for Health Affairs
BA, Virginia Military Institute; MD, Medical College of Virginia	
Samuel T. Gladding (1990)	Associate Provost
BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro	
Louis R. Morrell (1995)	Vice President for Investments and Treasurer
BS, Babson College; MBA, Massachusetts	
Edwin G. Wilson (1946, 1951)	Senior Vice President
BA, Wake Forest; AM, PhD, Harvard	
Kenneth A. Zick (1975)	Vice President for Student Life and Instructional Resources
BA, Albion; JD, Wayne State; MLS, Michigan	

College

Paul D. Escott (1988) BA, Harvard; MA, PhD, Duke	Dean of the College
Toby A. Hale (1970) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Associate Dean
William S. Hamilton (1983) BA, MA, PhD, Yale	Associate Dean
Claudia Thomas Kairoff (1986) BA, College of Notre Dame of Maryland; MA, Virginia; PhD, Brandeis	Associate Dean
Paul N. Orser (1989) BS, Wake Forest; MS, PhD, Emory	Associate Dean and Dean of Freshmen
Jeryl Prescott (1994) BS, Clemson; MA, NCA&T; PhD, South Florida	Associate Dean
W. Douglas Bland (1975) BA, MA, Wake Forest	Director of Academic Services and Assistant to the Dean of the College

Provost

Edwin G. Wilson (1946, 1951) BA, Wake Forest; AM, PhD, Harvard	Sr. Vice President and Provost Emeritus
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MAR, Yale; PhD, UNC-Greensboro	Associate Provost

Graduate School

Gordon A. Melson (1991) BS, PhD, Sheffield (England)	Dean of the Graduate School
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School of Law

Robert K. Walsh (1989) BA, Providence; JD, Harvard	Dean of the School of Law
Ralph A. Peebles (1979) BA, Davidson; JD, New York University	Associate Dean, Academic Affairs
James Taylor Jr. (1983) BA, JD, UNC-Chapel Hill	Associate Dean, External Affairs
William T. Barrett (1994) BA, JD, Washington and Lee	Director of Career Services
James C. Cook (1992) BS, South Carolina; JD, Wake Forest	Director of Continuing Legal Education
Jean K. Holmes (1985)	Activities Coordinator
Margaret C. Lankford (1990) BS, UNC-Greensboro	Budget Director
Linda J. Michalski (1983) BS, UNC-Greensboro	Director of Professional and Public Relations
Melanie E. Nutt (1969)	Director of Admissions and Financial Aid

Edward S. Raliski (1999) BA, Wake Forest	Director of Educational Technology
LeAnn P. Steele (1977) BMu, Salem	Registrar

Babcock Graduate School of Management

R. Charles Moyer (1988) BA, Howard; MBA, PhD, Pittsburgh	Dean and Integon Chair of Finance
Charles R. Kennedy Jr. (1989) BA, PhD, Texas (Austin)	Associate Dean for Academic Affairs and Director of Flow Institute
J. Kendall Middaugh II (1987) BBA, George Washington University; PhD, Ohio State University	Associate Dean for Management Education Director, Full-time MBA Program
Robin Roy Ganzert (1988) BS, MBA, Wake Forest	Assistant Dean of Administration and Human Resources
Mary C. Goss (1992) BS, Southern Illinois; MBA, Pepperdine	Assistant Dean of Admissions, Career Services, and Student Services
Jamie Barnes (1998) AA, Wesley, Delaware; MBA, Wake Forest	Director of Evening and Executive MBA Programs in Winston-Salem and Family Business Initiative
Melissa N. Combes (1996) BA, Washington College; MBA, Wake Forest	Director of MBA Development and Alumni Relations
Patricia B. Divine (1988) BS, Virginia, MALS, Wake Forest	Assistant Dean of External Relations and Program Development
Leslye A. Gervasi (1997) BS, Nazareth College; MA, State University of New York	Director, MBA Program-Charlotte
Steve Price (1995) BS, UNC-Chapel Hill; MBA, Wake Forest	Assistant Dean of Management Education

Wake Forest School of Medicine

Richard H. Dean (1986) BA, Virginia Military Institute; MD, Medical College of Virginia	Senior Vice President for Health Affairs
James N. Thompson (1979) BA, DePauw; MD, Ohio State	Vice President and Dean
Russell E. Armistead Jr. (1976) BS, Virginia Poly. Inst. and SU; MBA, Wake Forest	Vice President for Health Services Administration and Senior Associate Dean, Administrative Services
Timothy C. Pennell (1966) BS, MD, Wake Forest	Chief of Professional Services and Director, International Health Affairs
J. Scott Gibson (1991) BS, UNC-Chapel Hill; MBA, Duke	Assistant Dean for Finance
Ronald L. Hoth (1992) BS, Loyola College	Assistant Dean for Human Resources
Joanne Ruhland (1988) BS, Gardner Webb; MBA, Appalachian	Assistant Dean for Governmental Relations

Eugene W. Adcock III (1989) BS, Davidson; MD, Wake Forest	Associate Dean for Professional Affairs
G. Douglas Atkinson (1994) BS, Drake; MBA, Xavier	Associate Dean for Networks
Cam E. Enarson (1990) BA, Concordia; BMS, MD, Alberta; MBA, Pennsylvania	Associate Dean for Medical Education
Lewis H. Nelson III (1976) BS, North Carolina State; MD, Wake Forest	Associate Dean for Student Services and Admissions
Patricia L. Adams (1979) BA, Duke; MD, Wake Forest	Associate Dean for Student Affairs
Velma G. Watts (1982) BS, MS, North Carolina A&T; MED, UNC-Chapel Hill; PhD, Duke	Assistant Dean for Student Affairs and Director of Minority Affairs
J. Mac Ernest III (1982) BA, William Carey College; MD, Mississippi	Deputy Assistant Dean for Student Affairs
Johannes M. Boehme II (1978) MBA, WFU; PHD, Kennedy Western	Associate Dean for Academic Computing and Information Services
Elizabeth F. Sherertz (1988) BS, Wake Forest; MD, Virginia	Associate Dean for Faculty Services
Frank M. James III (1968) BA, Swarthmore College; MD, Hahnemann	Associate Dean for Graduate Medical Education
Jay Moskowitz (1995) BS, Queens College (CUNY); PhD, Brown	Senior Associate Dean, Science and Technology
Lawrence D. Smith (1983) BS, MS, Illinois	Associate Dean for Research
Ricardo Davila (1999) MD, Minnesota	Associate Dean for Veterans Affairs
George P. Sartiano (1996) BA, Brooklyn College; MD, New York	Assistant Dean for Veterans Affairs
Michael J. Poston (1993) BS, MS, Indiana	Associate Dean for Development and Alumni Affairs
Mark A. Oliveira (1994) BA, Texas (Austin)	Assistant Dean for Development and Alumni Affairs
Edward Carter (1993) BS, Western Michigan; MS, San Diego State	Associate Dean for Facilities Planning and Construction
Paul M. LoRusso (1987) BS, Syracuse; MBA, Florida State	Associate Dean for Information Services
E. Parks Welch III (1991) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Interim Director, Coy C. Carpenter Library
Joel M. Landreth (1978) BA, Catawba College	Controller and Director, Accounting and Resource Acquisition

W. Roger Poston II (1991)
AB, Mercer; BS, MS, Medical College
of Georgia; EdD, West Virginia

Director, Biomedical Communications

Denise Fetters (1998)
BS, Washington National

Director for Business Operations,
Wake Forest University Physicians

Wayne Calloway School of Business and Accountancy

Jack E. Wilkerson Jr. (1989)
BS, Bob Jones University; PhD, Texas

Dean of the Wayne Calloway School
of Business and Accountancy

J. Kline Harrison (1990)
BS, Virginia; PhD, Maryland

Associate Dean for
Curriculum and Administration

Dale R. Martin (1982)
BS, MS, Illinois State; DBA, Kentucky

Associate Dean for
Academic Programs and Resources

Helen Akinc (1987)
BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)

Assistant Dean for
Student Professional Affairs

Katherine S. Hoppe (1993)
BA, Duke; MBA, Texas Christian

Assistant Dean for
Student Academic Affairs

Terry A. Baker (1998)
BA, Miami of Ohio; MS, MBA, Illinois;
PhD, Kentucky

Director of MS Program in Accountancy

Umit Akinc (1982)
BS, Middle East Tech. Univ. (Ankara);
PhD, UNC-Chapel Hill

Advisor, Mathematical Business Program

Divinity School, Wake Forest University

Bill J. Leonard (1996)
BA, Texas Wesleyan; MDiv., Southwestern Baptist
Theo. Seminary; PhD, Boston University

Dean of the Divinity School

Scott Hudgins (1997)
BA, Richmond;
MDiv, Union Theological Seminary, New York

Director of Admissions

Jill Crainshaw (1999)
BA, Wake Forest; MDiv, Southeastern Baptist
Theological Seminary; PhD, Union Theological Seminary

Director of Vocational Development

Admissions and Financial Aid

William G. Starling (1958)
BBA, Wake Forest

Director of Admissions and Financial Aid

Thomas O. Phillips (1982)
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill

Associate Director of Admissions
and Scholarship Officer

Martha Blevins Allman (1982)
BA, MBA, Wake Forest

Associate Director of Admissions

Colin L. Creel (1996)
BS, Wake Forest

Assistant Director of Admissions

Randal L. Hall (1998) BA, Wake Forest MA, PhD, Rice	Assistant Director of Admissions
Marcus R. Ingram (1999) BA, Wake Forest	Assistant Director of Admissions Coordinator of Multicultural Recruitment
Tamara L. Blocker BS, Florida State University; MA, University of Central Florida	Assistant Director of Admissions Coordinator of Admissions Technology
William T. Wells (1998) BA, Wake Forest MAT, MEd, UNC-Chapel Hill	Director of Financial Aid
Milton W. King (1992) BA, MBA, Wake Forest	Associate Director of Financial Aid
Neville G. Watkins (1998) BA, Randolph-Macon Women's College; MA, Virginia	Assistant Director of Financial Aid
Julia D. Williams (1998) BA, UNC-Chapel Hill	Assistant Director of Financial Aid
Jonathan H. Hartness (1998) BA, Southern Mississippi	Assistant Director of Financial Aid
Shannon James (1999) BA, Salem College	Assistant Financial Aid Officer
Christia H. Fisher (1991) BA, UNC-Chapel Hill; MA, Wake Forest	Assistant Scholarship Officer
F. Nicole Baldwin (1998) BA, Wake Forest	Admissions Counselor
Dawn Calhoun (1999) BA, Wake Forest	Admissions Counselor
K. Nikki Warren (1998) BA, Wake Forest	Admissions Counselor

Athletics

Ron Wellman (1992) BS, MS, Bowling Green State University	Director of Athletics
Barbara Walker (1999) BS, MAEd, Central Missouri State	Associate Athletic Director for Olympic Sports/SWA
Mike Pratapas (1989) BA, MAEd, Wake Forest	Associate Athletic Director for Development
Joel Nielsen (1993) BS, MA, Mankato State	Associate Athletic Director for Marketing and Promotions
William M. Faircloth (1978) BS, Wake Forest; MA, Alabama	Assistant Athletic Director for Football
Charlie Davis (1989) BA, Wake Forest	Assistant Athletic Director for Student-Athlete Enhancement
Craig Keilitz (1996) BS, Central Michigan; MA, Ohio	Assistant Athletic Director for Compliance

Dianne Dailey (1988)	Associate Athletic Director
BA, Salem College;	
MEd, North Carolina State	

Career Services

William C. Currin (1988)	Director of Career Services
BA, Wake Forest;	
BD, Southeastern Baptist Theo. Seminary	
Carolyn A. Couch (1997)	Assistant Director of Career Services
BS, Meredith College; MA, Appalachian State	
Patrick Sullivan (1997)	Director of Internships and Experiential Education
BA, Wake Forest University	
Allison F. Corkey (1998)	Career Counselor
BA, UNC-Chapel Hill;	
MS, North Carolina State	

Chaplain's Office

Edgar D. Christman (1954, 1961)	Chaplain
BA, JD, Wake Forest; MDiv, Southeastern Baptist	
Theo. Seminary; STM, Union Theo. Seminary	
Rebecca G. Hartzog (1999)	Associate Chaplain and
BA, Samford University; MDiv, Southern	Baptist Campus Minister
Baptist Theological Seminary	

Finance and Administration

John P. Anderson (1984)	Vice President for Finance and Administration
BS, MS, PhD, Georgia Tech.;	
MBA, Alabama (Birmingham)	
Louis R. Morrell (1995)	Vice President for Investments
BS, Babson College; MBA, Massachusetts	and Treasurer
Maureen L. Carpenter (1997)	Controller
BS, St. John Fisher College;	
MBA, Wake Forest	
Irene A. Comito (1986)	Assistant Treasurer
BS, Kent State	
F. Thomas King (1991)	Assistant Director, Real Estate Management
THB, Piedmont College	
William C. Sides Jr. (1994)	Director of Facilities Management
BS, North Carolina State	

Graylyn International Conference Center

Troy M. Grooms (1996)	General Manager
Gregory D. Fulton (1995)	Director of Sales
BA, UNC-Greensboro	

Information Systems

Jay L. Dominick (1991) BS, UNC-Chapel Hill; MA, Georgetown; MBA, Wake Forest	Assistant Vice President for Information Systems and Chief Information Officer
C. Lee Norris (1995) BA, MA, South Carolina	Director of Systems Support
Nancy R. Crouch (1992) BA, Virginia Tech; MAEd, Wake Forest	Director of Technology Outreach and Special Assistant to the Vice President
Ronald W. Rimmer Jr. (1995) BS, Appalachian State	Director of Business Computing
Tim Covey (1988) BA, MBA, Wake Forest	Technology Manager
Lynda Goff (1991) BA, Southern California (Fullerton)	Director of Information Systems Support Services
Thomas E. Jackson (1998) BA, Wake Forest	Director of Telecommunications
John D. Henderson (1998) BBA, Campbell	Director of Administration
Anne Yandell Bishop (1981) BA, MA, UNC-Greensboro; MBA, Wake Forest	Director of Intranet Development

Institutional Research

Ross A. Griffith (1966) BS, Wake Forest; MEd, UNC-Greensboro	Director of Institutional Research and Academic Administration
Ursula G. Singh (1997) BS, Lynchburg College; MS, Wake Forest	Assistant Director of Institutional Research

Registrar

Dorothy A. Sugden (1987) BA, Salem College; MA, Wake Forest	Registrar
Hallie S. Arrington (1977) BA, MAEd, Wake Forest	Senior Associate Registrar

Investments and Treasurer

Louis R. Morrell (1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Irene A. Comito (1986) BS, Kent State	Assistant Treasurer

Legal Department

J. Reid Morgan (1980) BA, JD, Wake Forest	University Counsel
Donna H. Hamilton (1988) AB, Drury; JD, Wake Forest	Counsel

Anita M. Conrad (1999)	Counsel
BA, University of Akron; JD, Wake Forest	
Leon H. Corbett Jr. (1968)	Senior Counsel
BA, JD, Wake Forest	Secretary of the Board of Trustees

Libraries

Rhoda K. Channing (1989)	Director of the Z. Smith Reynolds Library
BA, Brooklyn; MS in LS, Columbia;	
MBA, Boston College	
Deborah N. Lambert (1997)	Assistant Director of the
BA, Wittenberg; MLS, Pittsburgh	Z. Smith Reynolds Library
Marian F. Parker (1999)	Director of the Professional Center Library
BA, UNC-Greensboro, MSLS,	and Professor of Law
UNC-Chapel Hill; JD, Wake Forest	

Student Life

Kenneth A. Zick (1975)	Vice President for Student Life
BA, Albion; JD, Wayne State; MLS, Michigan	and Instructional Resources
Harold R. Holmes (1987)	Associate Vice President and
BS, Hampton; MBA, Fordham	Dean of Student Services
Mary T. Gerardy (1985)	Assistant Vice President
BA, Hiram; MEd, Kent State; MBA, Wake Forest	for Student Life
Joanna M. Iwata (1995)	Director of the Benson University Center
BA, University of Southern California	
(Los Angeles); MA, University of the Pacific	
James R. Buckley (1996)	Associate Director of the Benson
BS, MEd, Clemson	University Center
Edgar D. Christman (1954, 1961)	University Chaplain
BA, JD, Wake Forest; BD, Southeastern Baptist	
Theo. Seminary; STM, Union Theo. Seminary	
William C. Currin (1988)	Director of Career Services
BA, Wake Forest;	
BD, Southeastern Baptist Theo. Seminary	
Carolyn A. Couch (1997)	Assistant Director of Career Services
BS, Meredith College; MA, Appalachian State	
Barbee Myers Oakes (1989)	Director of Multicultural Affairs
BS, MA, Wake Forest; PhD, Tennessee	
Connie L. Carson (1986)	Director of Residence Life and Housing
BS, MEd, North Carolina State; MBA, Wake Forest	
Tim Burton (1993)	Associate Director of Residence
BS, MEd, University of Maryland-College Park	Life and Housing
Michael Ford (1981)	Director of Student Development
BA, Wake Forest;	
MDiv, Gordon-Conwell Theo. Seminary	
M. Paige Wilbanks (1996)	Assistant Director of Student Development/
BA, Furman, MEd, South Carolina	Coordinator of Volunteer Services

Cecil D. Price (1991)	Director of the Student Health Service
BS, MD, Wake Forest	
Sylvia T. Bell (1981)	Associate Director for Administration,
RNC, N.C. Baptist Hosp. School of Nursing	Student Health Service
Natascha L. Romeo (1990)	Health Educator
BS, South Carolina;	
MEd, UNC-Greensboro	
Regina G. Lawson (1989)	Chief of University Police
BS, UNC-Wilmington	
Kenneth W. Overholt (1997)	Assistant Chief of University Police
BS, Michigan State; MA, Central Michigan	
Marianne A. Schubert (1977)	Director of the University Counseling Center
BA, Dayton;	
MA, PhD, Southern Illinois	
Johnne W. Armentrout (1989)	Assistant Director of the University Counseling Center
BA, William and Mary;	
MAEd, Wake Forest	
Van D. Westervelt (1998)	Director of the Learning Assistance Center
BS, University of Maryland (College Park);	
MA, PhD, UNC-Chapel Hill	

Summer Session

Toby A. Hale (1970)	Dean of Summer Sessions
BA, Wake Forest; MDiv, Duke; EdD, Indiana	Associate Dean of the College

University Advancement

Sandra Combs Boyette (1981)	Vice President for University Advancement
BA, UNC-Charlotte; MEd, Converse;	
MBA, Wake Forest	
Mark Lee Aust (1994)	Director of Wake Forest Clubs
BS, Wake Forest	
Tracy Baginski (1999)	Prospect Research Analyst
BA, University of Buffalo	
Robert T. Baker (1978)	Assistant Vice President and
BA, MS, George Peabody (Vanderbilt)	Director of Development
Kenneth S. Bennett (1997)	University Photographer
BA, William and Mary	
James R. Bullock (1985)	Assistant Vice President/
BA, MBA, Wake Forest	Major Gifts and Annual Support
Betsy Chapman (1999)	Director of Alumni Programs
BA, MA, Wake Forest	
Cathy B. Chinlund (1986)	Director of Advancement Records and
BS, East Carolina	Technology Operations
Mary Dawne Clark (1999)	Major Gifts Officer
BA, Wake Forest	
Melissa N. Combes (1996)	Director of Development/
BA, Washington College; MBA, Wake Forest	Babcock School

Julius H. Corpening (1969) BA, Wake Forest; BD, Southern Baptist Theo. Seminary	Assistant Vice President for University Relations
Kevin P. Cox (1990) BA, East Texas State; MA, Wake Forest	Assistant Vice President for Public Affairs and Director of Media Relations
David Davis (1998) BA, Wake Forest	Technical Development Manager
Robert Kriss Dinkins (1990) BA, Wake Forest	Assistant Director of Development
Lori Dishman (1999) BS, Meredith; MA, Wake Forest	Director of Gift Stewardship
Vada Lou Earle (1999) BA, Wake Forest; MS, Russell Sage College	Assistant Director of Alumni Programs
Martha S. Edwards (1993) BA, MA, UNC-Chapel Hill; MBA, Vanderbilt	Director of Foundation Relations
David W. Fyten (1991) BA, Minnesota MA, MFA, Iowa	Assistant Vice President for Public Affairs and University Editor
Kimberly S. Griffing Gentry (1996) BA, Wake Forest; MS, Virginia Commonwealth	Media Relations Officer
Melody A. Graham (1987) BS, Appalachian State	Director of Special Events and Summer Conferences
Samantha H.E. Hand (1997) BA, Virginia Tech, MFA, Radford	Art Director
Anne K. Hodges (1987)	Director of Campaign Administration
Amelia Hummel (1999) BA, Wake Forest	Law Development Officer
William J. "Josh" Kellett (1998) BS, Wake Forest	Assistant Director Wake Forest Clubs
Paul J. Kennedy III (1999) BA, Wake Forest	Major Gifts Officer
Kerry M. King (1989) BA, Wake Forest	Director of Communications
Julie Leonard (1998) BS, Appalachian State MS, Tennessee	Media Relations Officer
Bryan Link (1999) BA, Austin Peay State	Director of Law Alumni and Development
Leigh Makitka (1999) BS, UNC-Charlotte	Major Gifts Officer
Tracy Matthews (1999) BA, UNC-Chapel Hill; MA, UNC-Greensboro	Development Officer
David M. McConnell (1998) BA, Wake Forest	Assistant Director of College Fund/ Parents Reunion Program

Brad McIlwain (1999) BA, Guilford	Major Gifts Officer
Minta A. McNally (1978) BA, Wake Forest	Assistant Vice President and Director of Alumni Activities and Volunteer Programs
Robert D. Mills (1972) BA, MBA, Wake Forest	Associate Vice President for Capital Support and Advancement Technologies
Allen H. Patterson Jr. (1987) BS, Wake Forest	Director of Planned Giving
Cherin C. Poovey (1987) BA, UNC-Chapel Hill	Associate University Editor and Director of Publications
Jennifer Richwine (1999) BA, Wake Forest	Director of Campaign Programs
William T. Snyder (1989) BA, Wake Forest	Director of Emerging Technologies
Loyd Wade Stokes Jr. (1997) BA, Wake Forest	Director of Divinity School Development
Elizabeth Switzer (1999) BA, University of Kentucky	Director of Campaign Communications
Christine Underwood (1999) BS, Appalachian State	Assistant University Editor
Cheryl V. Walker (1989) BA, Wake Forest	Associate Director of Media Relations
Anna D. Harris Ward (1998) BA, Wake Forest	Assistant Director College Fund Reunion Programs
Lloyd A. Whitehead (1995) BA, Central Florida	Director of Electronic Communication
Tammy Wiles (1991) BS, High Point	Assistant Director Advancement Records and Technology Operations

Wake Forest University Theatre

John E. R. Friedenberg (1988) BA, Wake Forest; MFA, Carnegie-Mellon	Director of the University Theatre
Donald H. Wolfe (1968) BS, MS, Southern Illinois; PhD, Cornell	Associate Director of Theatre
Mary R. Wayne-Thomas (1980) BFA, Pennsylvania State; MFA, Ohio State	Theatre Designer
Jonathan H. Christman (1983) AB, Franklin and Marshall; MFA, Massachusetts	Lighting Designer/Production Manager
Harold C. Tedford (1965) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	Director of Theatre Emeritus
Doug Brown (1994) BA, West Florida	Technical Director
Nina Maria Lucas (1996) BFA, Ohio State; MFA, UCLA	Director of Dance

Shanda Smith (1991)
 Lisa Weller (1993)
 BFA, North Carolina School of the Arts

Audience Services Coordinator
 Costume Shop Manager

Other Administrative Offices

Mary Jane Berman (1986)
 BA, Harpur; MA,
 PhD, SUNY (Binghamton)

Director/Curator of the
 Museum of Anthropology

C. Kevin Bowen (1994)
 BS, Tennessee Tech; MM, Louisville

Director of Bands

Julie Cole (1988)
 BS, MA, Appalachian

Director of Research and Sponsored Programs

Victor Faccinto (1978)
 BA, MA, California State (Sacramento)

Director of the Art Gallery

Katherine R. Fansler (1996)
 BA, Tennessee Technological University

Director of Operations, Human Resources

Richard P. Faude (1986)
 BA, Wake Forest; MFA, Montana State

Head of Information Technology Center
 (Z. Smith Reynolds Library)

Samuel T. Gladding (1990)
 BA, MAEd, Wake Forest; MA, Yale;
 PhD, UNC-Greensboro

Director of Counseling Program

Mark E. Good (1995)
 BS, Wake Forest

Internal Auditor

Brian Gorelick (1984)
 BA, Yale; MM, Wisconsin (Madison);
 DMA, Illinois

Director of Choral Ensembles

Peter D. Kairoff (1988)
 BA, California (San Diego);
 MM, DMA, Southern California

Coordinator of the Venice Program

Nina M. Lucas (1996)
 BFA, Ohio State; MFA, California (Los Angeles)

Director of Dance

Paul N. Orser (1989)
 BS, Wake Forest; MS, PhD, Emory

Coordinator of the London Program

Lillian Shelton (1985)
 BA, St. Andrews College

Director of the Secrest Artists Series

Martine Sherrill (1985)
 BFA, MLE, UNC-Greensboro

Curator of Slides and Prints

Ross Smith (1984)
 BA, Wake Forest

Debate Coach

Jody L. Walker (1986, 1998)
 BS, Virginia Tech

Coordinator of Study Abroad
 and International Students

Pia Christina Wood (1999)
 BA, College of William and Mary;
 MIBS, University of South Carolina;
 MA, University of New Mexico;
 PhD, Graduate Institute for International
 Studies, Geneva, Switzerland

Director of International Studies

The Undergraduate Faculties



DATE FOLLOWING NAME INDICATES YEAR OF APPOINTMENT.

- Helen W. Akinc (1987) Instructor in Business
BA, UNC-Chapel Hill; (W. Calloway School of Business and Accountancy)
MBA, SUNY (Binghamton)
- Umit Akinc (1982) Thomas H. Davis Chair of Business
BS, Middle East Tech. University (W. Calloway School of Business and Accountancy)
(Ankara); MBA, Florida State;
PhD, UNC-Chapel Hill
- Jane W. Albrecht (1987) Associate Professor of Romance Languages
BA, Wright State; MA, PhD, Indiana (Spanish)
- Brian Allen (1977) Lecturer in Art History (London)
BA, East Anglia; MA, PhD, London (Department of Art, Part-time)
- Edward E. Allen (1991) Associate Professor of Mathematics
BS, Brigham Young; MA, PhD,
California (San Diego)
- David J. Anderson (1992) Associate Professor of Biology
BA, Denison; MS, Michigan;
PhD, Pennsylvania
- Paul R. Anderson (1990) Associate Professor of Physics
BS, Wisconsin (Madison); MA, PhD,
California (Santa Barbara)
- Sharon Andrews (1994) Assistant Professor of Theatre
BA, UNC-Chapel Hill, MFA, UNC-Greensboro
- John L. Andronica (1969) Professor of Classical Languages
BA, Holy Cross; MA, Boston College;
PhD, Johns Hopkins
- Maya Angelou (1982) Reynolds Professor of American Studies
LittD, Smith, Lawrence, Columbia College
(Chicago), Atlanta, Wheaton; LHD, Mills, Wake
Forest, Occidental, Arkansas, Claremont, Kean
- Elizabeth M. Anthony (1998) Visiting Assistant Professor of Romance Languages
BA, Duke; MA, PhD, UNC-Chapel Hill (French)
- Johnne Armentrout (1989) Instructor in Education
BA, William & Mary; MAEd, Wake Forest
- Miriam A. Ashley-Ross (1997) Assistant Professor of Biology
BS, Northern Arizona;
PhD, University of California (Irvine)
- Katherine A. Baker (2000) Instructor in Marketing
BS, Illinois; MBA, DePaul (W. Calloway School of Business and Accountancy)

Terry A. Baker (1998) BA, Miami of Ohio MS, MBA, Illinois PhD, Kentucky	Assistant Professor of Accounting (W. Calloway School of Business and Accountancy)
Christina Ball (1998) BA, Bowdoin College; MA, University of Georgia; PhD, Yale	Visiting Assistant Professor of Romance Languages (Italian)
Sarah E. Barbour (1985) BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris; MA, PhD, Cornell	Associate Professor of Romance Languages
James P. Barefield (1963) BA, MA, Rice; PhD, Johns Hopkins	Wake Forest Professor of History
Bernadine Barnes (1989) BA, Illinois (Urbana-Champaign); MA, Pittsburgh; PhD, Virginia	McCulloch Family Fellow and Associate Professor of Art
Elizabeth Barron (1999) BA, Wake Forest; MA, UNC-Chapel Hill	Instructor in Romance Languages (French)
Shaul Bassi (1998) MA, University of Venice (Italy); PhD, University of Pisa (Italy)	Visiting Assistant Professor of Romance Languages (Italian, Venice)
Phillip G. Batten (1991) BA, PhD, UNC-Chapel Hill; MA, Yale Divinity School; MA, Wake Forest	Adjunct Assistant Professor of Psychology (Part-time)
John V. Baxley (1968) BS, MS, Georgia Tech; PhD, Wisconsin	Wake Forest Professor of Mathematics
Robert Beachy (1998) BA, Earlham, Richmond, IN; MA, PhD, Chicago	Visiting Assistant Professor of History
H. Kenneth Bechtel (1981) BA, MA, North Dakota; PhD, Southern Illinois (Carbondale)	Associate Professor of Sociology
Robert C. Beck (1959) BA, PhD, Illinois	Professor of Psychology
S. Douglas Beets (1987) BS, Tennessee; MAcc, PhD, Virginia Poly. Inst. & SU	Associate Professor of Accounting (W. Calloway School of Business and Accountancy)
Barbara Bennett (1999) BA, Brigham-Young University; MA, PhD, Arizona State University	Visiting Assistant Professor of English
John R. Bennett III (1999) BA, University of the South; MBA, Darden-University of Virginia; JD, WFU; LLM, University of Florida	Instructor in Accounting (W. Calloway School of Business and Accountancy)
Donald B. Bergey (1978) BS, MA, Wake Forest	Instructor in Health and Exercise Science (Part-time)

Mary Jane Berman (1986) BA, Harpur; MA, PhD, SUNY (Binghamton)	Director/Curator of the Museum of Anthropology and Associate Professor of Anthropology (Leave, fall 1999)
Michael J. Berry (1985) BS, Jacksonville State; MA, Southeastern Louisiana; PhD, Texas A&M	Professor of Health and Exercise Science
Deborah L. Best (1972, 1978) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	Wake Forest Professor of Psychology
Zanna Beswick (1987) BA, Hons, Bristol (England)	Lecturer in Theatre (London) (Department of Theatre, Part-time)
Ulrich Bierbach (1999) MS, PhD, University of Oldenburg (Germany)	Assistant Professor of Chemistry
Ralph Black (1996) BA, Oregon; MA, NYU; PhD New York University	Visiting Assistant Professor of English
Janice Blackburn (1996) BS, Campbell; MA, Wake Forest	Instructor in Mathematics (Part-time)
Terry D. Blumenthal (1987) BS, Alberta (Edmonton); MS, PhD, Florida	Associate Professor of Psychology
Sylvain H. Boko (1997) BA, Grinnell; PhD, Iowa State	Assistant Professor of Economics
Keith D. Bonin (1992) BS, Loyola; PhD, Maryland	Professor of Physics
Anne Boozell (1998) BA, Clarke College; MA, Iowa	Adjunct Instructor of Communication
Susan Harden Borwick (1982) BM, BME, Baylor; PhD, UNC-Chapel Hill	Professor of Music and Director of Women's Studies
John D. Bourland (1996) BS, MS, PhD, UNC-Chapel Hill	Adjunct Associate Professor of Physics
C. Kevin Bowen (1994) BS, Tennessee Tech; MM, Louisville PhD, Florida State	Director of Bands (Department of Music)
Stephen B. Boyd (1985) BA, Tennessee; MDiv, ThD, Harvard Divinity School	Professor of Religion
Katharine Boyes (1997) DMA, Cincinnati; MM, San Francisco Conservatory of Music; GRSM (Honors), Royal Academy of Music (England)	Visiting Assistant Professor of Music
Anne Boyle (1986) BA, Wilkes College; MA, PhD, Rochester	Associate Professor of English
Eric E. Brandon (1999) BA, California (Irvine); MA, Chicago	Instructor in Philosophy

Sheri A. Bridges (1996) BA, South Florida; MA, Texas (Dallas); PhD, Stanford	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
David G. Brown (1990) AB, Denison; PhD, Princeton	Professor of Economics
Carole L. Browne (1980) BS, Hartford; PhD, Syracuse	Professor of Biology
Robert A. Browne (1980) BS, MS, Dayton; PhD, Syracuse	Professor of Biology
David B. Broyles (1966) BA, Chicago; BA, Florida; MA, PhD, California (Los Angeles)	Professor of Politics (Leave, 1999-2000)
Peter H. Brubaker (1994) BS, E. Stroudsburg University; MA, Wake Forest; PhD, Temple	Associate Professor of Health and Exercise Science
Christy M. Buchanan (1992) BA, Seattle Pacific; PhD, Michigan	Associate Professor of Psychology
Jennifer J. Burg (1993) BA, Elizabethtown College; MA (English), MA (French), Florida; PhD, Central Florida	Assistant Professor of Computer Science
Janis Caldwell (1997) BS, Whitworth College; MD, Northwestern University; MA, PhD, University of Washington	Assistant Professor of English (Leave, 1999-2000)
Alan Cameron (1990) BA, PhD, UNC-Chapel Hill; MAEd, Wake Forest	Assistant Professor of Education
Victoria E. Campos (1997) BA, Texas; MA, PhD, Princeton	Assistant Professor of Romance Languages (Spanish) (Leave, 1999-2000)
Daniel A. Cañas (1987) BS, Tecnológico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)	Associate Professor of Computer Science
Eric D. Carlson (1995) BS, Michigan State; MA, PhD, Harvard	Associate Professor of Physics
Richard D. Carmichael (1971) BS, Wake Forest; MA, PhD, Duke	Professor of Mathematics
Christa G. Carollo (1985) BA, UNC-Greensboro; MA, Duke	Senior Lecturer in German
Simone M. Caron (1991) BA, Bridgewater State; MA, Northeastern; PhD, Clark	Associate Professor of History
Jacqui Carrasco (1999) BA, University of California-Los Angeles; MM, DMA, SUNY at Stony Brook	Assistant Professor of Music
Stewart Carter (1982) BME, Kansas; MS, Illinois; PhD, Stanford	Professor of Music
Justin Catanoso (1993) BA, Pennsylvania State; MA, Wake Forest	Adjunct Lecturer in Journalism (Department of English, Part-time)

Maria A. Chiari (1981) Arts degree, PhD, Università degli Studi di Venezia (Padova e Trieste); Diploma, Scuola di Archivistica, Palio- grafia e Diplomatica dell'Archivio di Stato di Venezia	Lecturer in Art History (Venice) (Department of Art, Part-time)
Jonathan H. Christman (1983) AB, Franklin and Marshall; MFA, Massachusetts	Lecturer in Theatre
David Coates (1999) BA, York; PhD, Oxford	Worrell Professor of Anglo-American Studies
Joseph P. Colebaugh (1998) BS, Marshall University	Assistant Professor of Military Science
John E. Collins (1970) BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton	Professor of Religion
Christa L. Colyer (1997) BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada)	Assistant Professor of Chemistry
William E. Conner (1988) BA, Notre Dame; MS, PhD, Cornell	Professor of Biology
Jule M. Connolly (1985) BA, UNC-Chapel Hill; MEd, South Carolina	Instructor in Mathematics (Part-time)
Brian K. Coppersmith (1998) BS, United States Military Academy	Assistant Professor of Military Science
Fanchon Cordell (1986)	Adjunct Instructor of Dance (Ballet, Part-time)
Corrado Corradini (1998) Licenciatura, Universidad de Alcalá de Henares (Spain)	Instructor in Romance Languages (Spanish)
Nancy J. Cotton (1977) BA, Texas; MA, Wisconsin; PhD, Columbia	Professor of English
Allin F. Cottrell (1989) BA, Oxford (Merton College); PhD, Edinburgh	Professor of Economics
Monroe J. Cowan (1994) BS, Maryland; PhD, Duke	Adjunct Professor of Physics
Andrew A. Cross (1993, 1998) BA, Oberlin; PhD, California (Berkeley)	Assistant Professor of Philosophy (Leave, spring 2000)
Ann C. Cunningham (1999) BA, Erskine College; MAT, PhD, University of South Carolina	Assistant Professor of Education
Patricia M. Cunningham (1978) BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia	Wake Forest Professor of Education (Leave, 1999-2000)
James F. Curran (1988) BAAS, Delaware; MA, PhD, Rice	Associate Professor of Biology
Jane Kathleen Curry (1998) BFA, Illinois (Urbana-Champaign); MA, Brown; PhD, City University of New York	Assistant Professor of Theatre

George B. Cvijanovich (1989) PhD, Bern (Switzerland)	Adjunct Professor of Physics
Elisabeth d'Empaire (1999) BA, MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
Dale Dagenbach (1990) BA, New College; MA, PhD, Michigan State	Associate Professor of Psychology
Mary M. Dalton (1986) BA, Wake Forest; MA, PhD, UNC-Greensboro	Visiting Assistant Professor of Communication
Brook M. Davis (1997) BA, Wake Forest, MFA, Virginia Commonwealth; PhD, Maryland (College Park)	Visiting Assistant Professor in Theatre
Stephen W. Davis (1991) BA, MA, Wake Forest	Adjunct Instructor in Psychology (Part-time)
Richard DePolt (1998) BA, Connecticut	Instructor of Economics
Mary K. DeShazer (1982, 1987) BA, Western Kentucky; MA, Louisville; PhD, Oregon	Professor of English and Women's Studies
Arun P. Dewasthali (1975) BS, Bombay; MS, PhD, Delaware	Associate Professor of Business (W. Calloway School of Business and Accountancy)
Ronald V. Dimock Jr. (1970) BA, New Hampshire; MS, Florida State; PhD, California (Santa Barbara)	Professor of Biology (London, fall 2000)
John J. Dinan (1996) BA, MA, PhD, Virginia	Visiting Assistant Professor of Politics
Patricia Dixon (1986) BM, North Carolina School of the Arts; MM, UNC-Greensboro	Instructor in Music
James H. Dodding (1979) Diploma, Rose Bruford College of Speech and Drama (London); Cert., Birmingham University; Cert., Westhill Training College (Birmingham); Diploma, Theatre on the Balustrade (Prague)	Professor of Theatre
Jonathan E. Duchac (1993) BBA, MAcc, Wisconsin (Madison); PhD, Georgia	Associate Professor of Accounting (W. Calloway School of Business and Accountancy)
John S. Dunkelberg (1983) BS, Clemson; MBA, PhD, South Carolina	Kemper Professor of Business (W. Calloway School of Business and Accountancy)
Yomi Durotoye (1994) BS, University of Ibadan; MA, Georgia State; PhD, Duke	Visiting Associate Professor of Politics
John R. Earle (1963) BA, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor of Sociology
Eddie V. Easley (1984) BS, Virginia State; MS, PhD, Iowa State	Professor Emeritus of Business (W. Calloway School of Business and Accountancy)

Julie Edelson (1998)	Adjunct Assistant Professor of English
BA, Sarah Lawrence College; PhD, Cornell	
C. Drew Edwards (1980)	Adjunct Associate Professor of Psychology
BA, Furman; MA, Wake Forest;	(Part-time)
PhD, Florida State	
Bashir El-Beshti (1990)	Associate Professor of English
BA, Tripoli University (Libya); MA,	
Colorado State; PhD, California (Berkeley)	
Gerald W. Esch (1965)	Wake Forest Professor of Biology
BS, Colorado College; MŚ, PhD, Oklahoma	(Leave, fall 2000)
Paul D. Escott (1988)	Reynolds Professor of History
BA, Harvard; MA, PhD, Duke	
Andrew V. Ettin (1977)	Professor of English
BA, Rutgers; MA, PhD, Washington (St. Louis)	
Herman E. Eure (1974)	Professor of Biology
BS, Maryland State; PhD, Wake Forest	
Robert H. Evans (1983)	Associate Professor of Education
BA, Ohio Wesleyan; MS, New Hampshire;	
PhD, Colorado	
Stephen Ewing (1971)	Professor of Business
BS, Howard Payne;	(W. Calloway School of Business and Accountancy)
MBA, Baylor; PhD, Texas Tech.	
James W. Eynon (1998)	Visiting Instructor in Business
BA, Illinois; MBA, Southern Illinois	(W. Calloway School of Business and Accountancy)
David L. Faber (1984)	Associate Professor of Art
AA, Elgin; BFA, Northern Illinois;	
MFA, Southern Illinois	
Frederic H. Fahey (1996)	Adjunct Associate Professor of Physics
BS, Massachusetts; MS, DSc, Harvard	
Susan L. Faust (1992)	Adjunct Instructor in Communication
BA, MA, Arkansas (Fayetteville)	(Part-time)
David Finn (1988, 1995)	Assistant Professor of Art
BS, Cornell; MFA, Massachusetts College of Art	
Jack D. Fleer (1964)	Professor of Politics
BA, Oklahoma Baptist; MS, Florida State;	(Leave, fall 1999)
PhD, UNC-Chapel Hill	
William W. Fleeson (1996)	Assistant Professor of Psychology
BA, Wisconsin; PhD, Michigan	(Leave, fall 1999)
Steven Folmar (1992)	Adjunct Assistant Professor of Anthropology
BA, MA, PhD, Case Western Reserve	
James L. Ford (1998)	Assistant Professor of Religion
MTS, Vanderbilt; MA, PhD, Princeton	
Mary F. Foskett (1997)	Assistant Professor of Religion
BA, New York University;	
MDiv, Union Theo. Seminary; PhD, Emory	
Johnnie Foye (1995)	Instructor in Health and Exercise Science
BA, Virginia Union; MSS, US Sports Academy	

Denise Franklin (1994) BA, Wichita State University	Adjunct Instructor in Communication
Donald E. Frey (1972) BA, Wesleyan; MDiv, Yale; PhD, Princeton	Professor of Economics
John E. R. Friedenbergl (1988) BA, Wake Forest; MFA, Carnegie Mellon	Lecturer in Theatre
Mary L. Friedman (1987) BA, Wellesley; MA, PhD, Columbia	Associate Professor of Romance Languages (Spanish)
Ola Furmanek (1999) BA, MA, Jagiello University, Cracow Poland; PhD, University of Nebraska, Lincoln	Assistant Professor of Romance Languages (Spanish)
Candelas S. Gala (1978) BA, Salamanca (Spain); MA, PhD, Pittsburgh	Professor of Romance Languages (Spanish)
Alex Garganigo (1999) BA, Yale University; MA, PhD, Washington University	Visiting Instructor of English
Yaorong Ge (1995) BS, Zhejiang University (China); MS, PhD, Vanderbilt	Assistant Professor of Computer Science
Cynthia M. Gendrich (1998) BFA, Illinois Wesleyan; MA, PhD, Missouri	Assistant Professor of Theatre
J. Whitfield Gibbons (1971) BS, MA, Alabama; PhD, Michigan State	Adjunct Professor of Biology
Steven M. Giles (1999) BA, Northern Kentucky; MA, Bowling Green State; PhD, Kentucky	Visiting Assistant Professor of Communication
Michele K. Gillespie (1999) BA, Rice University; PhD, Princeton	Associate Professor of History
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	Professor of Education
Loren Glass (1999) BA, Berkeley; MA, U.C. Davis; PhD, Duke University	Visiting Assistant Professor of English
Thomas S. Goho (1977) BS, MBA, Penn State; PhD, UNC-Chapel Hill	Benson-Pruitt Associate Professor of Business (W. Calloway School of Business and Accountancy)
Louis R. Goldstein (1979) BM, Oberlin; MFA, California Inst. of the Arts; DMA, Eastman	Professor of Music
Batja Gomes De Mesquita (1997) BA, MA, PhD, Amsterdam (The Netherlands)	Assistant Professor of Psychology
Brian L. Gorelick (1984) BA, Yale; MM, Wisconsin (Madison); DMA, Illinois	Associate Professor of Music and Director of Choral Ensembles
Luis González (1997) BA, U de Medellín (Colombia); MA, West Virginia; PhD, California-Davis	Assistant Professor of Romance Languages (Spanish)

Michael A. Gorkin (1998) BA, Oberlin; MA, PhD, Adelphi	Visiting Professor of Politics
Audrey A. Gramling (1998) BBA, Toledo; MPA, Georgia State; PhD, Arizona	PricewaterhouseCoopers Faculty Fellow and Assistant Professor of Accounting (W. Calloway School of Business and Accountancy)
Tamara M. Greenwood (1996) BS, MSB, UNC-Greensboro	Instructor in Business (W. Calloway School of Business and Accountancy)
Michael V. Griffin (1999) BA, Vermont; MA, PhD, Illinois (Chicago)	Visiting Assistant Professor of Philosophy
Steven C. Haefner (1996) BS, California (Los Angeles); PhD, Michigan State	Assistant Professor of Chemistry
David Hagy (1995) B M, Indiana; MM, MMA, DMA, Yale	Director of Orchestra (Department of Music)
Jimmy E. Hall (1998) BS, Mississippi Valley State	Assistant Professor of Military Science
William S. Hamilton (1983) BA, MA, PhD, Yale	Professor of Russian
Richard H. Hammack (1997) BFA, Rhode Island School of Design; MS, Virginia Commonwealth; PhD, UNC-Chapel Hill	Visiting Assistant Professor of Mathematics
Claire Holton Hammond (1978) BA, Mary Washington; PhD, Virginia	Professor of Economics
J. Daniel Hammond (1978) BA, Wake Forest; PhD, Virginia	Professor of Economics
Beverly H. Hancock (1996) AB, Meredith; MA, Wake Forest	Adjunct Instructor in Anthropology
James S. Hans (1982) BA, MA, Southern Illinois; PhD, Washington	Wake Forest Professor of English
Hanna M. Hardgrave (1985) BA, Brown; MA, PhD, Chicago	Lecturer in Philosophy
Walter Harrelson (1994) AB, UNC-Chapel Hill; BD, ThD, Union Theo. Seminary	University Professor
Katy J. Harriger (1985) BA, Edinboro State; MA, PhD, Connecticut	Associate Professor of Politics (London, spring 2000)
Catherine T. Harris (1980) BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia	Professor of Sociology
J. Kline Harrison (1990) BS, Virginia; PhD, Maryland	Associate Professor of Business (W. Calloway School of Business and Accountancy)
Angela Hattery (1998) BA, Carleton College; MS, PhD, Wisconsin	Assistant Professor of Sociology
Elmer K. Hayashi (1973) BA, California (Davis); MS, San Diego State; PhD, Illinois	Professor of Mathematics and Computer Science

Michael David Hazen (1974) BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas	Professor of Communication
Terry C. Hazen (1988) BS, MS, Michigan State; PhD, Wake Forest	Adjunct Professor of Biology
Tina Heafner (1999) BA, MAEd, Wake Forest	Visiting Instructor of Education
Richard E. Heard (1996) BM, Southern Methodist; MA, California (Santa Barbara)	Assistant Professor of Music
Thomas K. Hearn Jr. (1983) BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	Professor of Philosophy
Jac C. Heckelman (1996) BA, Texas; PhD, Maryland	Assistant Professor of Economics (Leave, fall 1999)
Roger A. Hegstrom (1969) BA, St. Olaf; AM, PhD, Harvard	Wake Forest Professor of Chemistry
Patricia Heid (1999) BA, Northwestern University; MA, PhD, University of California, Berkley	Assistant Professor of Romance Languages (Spanish)
Robert M. Helm (1940) BA, Wake Forest; MA, PhD, Duke	Worrell Professor of Philosophy
Paul F. Hemler (1995) BS, Villanova; MS, Lehigh; PhD, North Carolina State	Assistant Professor of Computer Science
Donna A. Henderson (1996) BA, Meredith; MAT, James Madison; PhD, Tennessee	Associate Professor of Education
J. Edwin Hendricks (1961) BA, Furman; MA, PhD, Virginia	Professor of History
Marcus B. Hester (1963) BA, Wake Forest; PhD, Vanderbilt	Professor of Philosophy
Willie L. Hinze (1975) BS, MA, Sam Houston State; PhD, Texas A&M	Wake Forest Professor of Chemistry (Leave, fall 1999)
E. Clayton Hipp Jr. (1991) BA, Wofford; MBA, JD, South Carolina	Senior Lecturer in Business (W. Calloway School of Business and Accountancy)
Alix Hitchcock (1989) BFA, UNC-Greensboro; MA, New York	Visiting Instructor in Art (Part-time)
Kenneth G. Hoglund (1990) BA, Wheaton; MA, PhD, Duke	Associate Professor of Religion
George M. Holzwarth (1983) BA, Wesleyan; MS, PhD, Harvard	Professor of Physics
Natalie A. W. Holzwarth (1983) BS, Massachusetts Inst. of Tech.; PhD, Chicago	Professor of Physics

Katherine S. Hoppe (1993)	Instructor in Business
BA, Duke; MBA, Texas Christian	(W. Calloway School of Business and Accountancy)
Michael Horn (1998)	Adjunct Lecturer in Journalism
BS, Florida	(Department of English, Part-time)
Fred L. Horton Jr. (1970)	Albritton Professor of the Bible
BA, UNC-Chapel Hill;	(Department of Religion)
BD, Union Theological Seminary; PhD, Duke	(Leave, fall 1999)
William L. Hottinger (1970)	Professor Emeritus of Health and Exercise Science
BS, Slippery Rock; MS, PhD, Illinois	(Part-time)
Fredric T. Howard (1966) [†]	Professor of Mathematics
BA, MA, Vanderbilt; PhD, Duke	
Hugh N. Howards (1997)	Assistant Professor of Mathematics
BA, Williams;	(Leave, 1999-2000)
MA, PhD, California (San Diego)	
Linda S. Howe (1993)	Assistant Professor of Romance Languages
BA, MA, PhD, Wisconsin	(Spanish)
Joanna F. Hudson (1997)	Adjunct Instructor in Women's Studies
BFA, Virginia Commonwealth;	
MFA, UNC-Greensboro	
Michael L. Hughes (1984)	Professor of History
BA, Claremont McKenna; MA, PhD,	
California (Berkeley)	
Michael J. Hyde (1994)	University Distinguished Chair in Communication Ethics
BS, Pittsburgh; MA, PhD, Purdue	and Professor of Communication
	(Leave, fall 1999)
Simeon O. Ilesanmi (1993)	Associate Professor of Religion
BA, University of Ife (Nigeria);	(Leave, 1999-2000)
PhD, Southern Methodist	
David K. Isbister (1994)	Lecturer in Business
BS, Michigan State; MBA, Harvard	(W. Calloway School of Business & Accountancy)
Joanne Izbicki (1995)	Assistant Professor of History
BA, Stonehill College; MA, PhD, Cornell	
Ernest S. Jarrett (1996)	Adjunct Instructor in Communication
BA, UNC-Chapel Hill; MA, UNC-Greensboro	
Mark Jensen (1993)	Adjunct Associate Professor of Religion
BA, Houston Baptist; MDiv, PhD,	
Southern Baptist Theological Seminary	
Roger L. Jenkins (1998)	F.M. Kirby Chair of Business Excellence
BS, Berea College	(W. Calloway School of Business and Accountancy)
MBA, East Tennessee State	
PhD, Ohio State	
Debra R. Jessup (1996)	Assistant Professor of Business
BA, Georgetown; JD, Wake Forest	(W. Calloway School of Business and Accountancy)
Miaohua Jiang (1998)	Assistant Professor of Mathematics
BS, Wuhan University (China);	
MS, East China Normal University (China)	
PhD, Pennsylvania State	

David J. John (1982) BS, Emory and Henry; MS, PhD, Emory	Associate Professor of Mathematics and Computer Science
A. Daniel Johnson (1998) BS, UNC-Charlotte, PhD, Wake Forest	Visiting Assistant Professor of Biology
W. Dillon Johnston (1973) BA, Vanderbilt; MA, Columbia; PhD, Virginia	Professor of English (Leave, fall 1999)
Bradley T. Jones (1989) BS, Wake Forest; PhD, Florida	Associate Professor of Chemistry
Janet Joyner (1999) BA, Converse College; MA, University of Georgia; PhD, Florida State	Adjunct Assistant Professor of Romance Languages (French; Part-time)
Paul E. Juras (1991) BBA, MBA, Pace; PhD, Syracuse	Associate Professor of Accounting (W. Calloway School of Business and Accountancy)
Claudia Thomas Kairoff (1986) BA, College of Notre Dame of Maryland; MA, Virginia; PhD, Brandeis	Associate Professor of English (Venice, fall 1999)
Peter D. Kairoff (1988) BA, California (San Diego); MM, DMA, Southern California	Associate Professor of Music (Venice, fall 1999)
Jay R. Kaplan (1981) BA, Swarthmore; MA, PhD, Northwestern	Professor of Anthropology and Adjunct Professor of Psychology
Judy K. Kem (1987) BA, Western Kentucky; MA, Louisville; PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (French)
Charles H. Kennedy (1985) BA, Eckerd; AM, MPP, PhD, Duke	Professor of Politics (Leave, fall 1999)
Ralph C. Kennedy III (1976) BA, PhD, California (Berkeley)	Associate Professor of Philosophy
William C. Kerr (1970) BS, Wooster; PhD, Cornell	Professor of Physics
Daniel B. Kim-Shapiro (1996) BA, Carleton College; MS, Southern Illinois; PhD, California (Berkeley)	Assistant Professor of Physics
Charles A. Kimball (1996) BS, Oklahoma State; MDiv, Southern Baptist Theo. Seminary; ThD, Harvard	Professor of Religion (Leave, spring 2000)
Angela Glisan King (1995) BA, Pennsylvania; PhD, Cornell	Senior Lecturer in Chemistry
S. Bruce King (1995) BS, West Virginia; PhD, Cornell	Assistant Professor of Chemistry
Wayne King (1993) BA, UNC-Chapel Hill	Associate Professor of Journalism (Department of English)
Ellen E. Kirkman (1975) BA, Wooster; MA, MS, PhD, Michigan State	Professor of Mathematics (Leave, 1999-2000)
Scott W. Klein (1991) AB, Harvard; BA, MA, Cambridge; MA, MPhil., PhD, Yale	Associate Professor of English

Borislav Knezevic (1998) BA, MA, Zagreb University (Croatia) PhD, Duke	Visiting Assistant Professor of English
Robert Knott (1975) BA, Stanford; MA, Illinois; PhD, Pennsylvania	Professor of Art
Dilip K. Kondepudi (1987) BS, Madras (India); MS, Indian Institute of Technology (Bombay); PhD, Texas	Professor of Chemistry
Kathleen A. Kron (1991) BS, MS, Michigan State; PhD, Florida	Associate Professor of Biology
Philip F. Kuberski (1989) BA, MA, PhD, California (Irvine)	Professor of English
Raymond E. Kuhn (1968) BS, Carson-Newman; PhD, Tennessee	Wake Forest Professor of Biology
James Kuzmanovich (1972) BS, Rose Polytechnic; PhD, Wisconsin	Professor of Mathematics
Abdessadek Lachgar (1991) BS, MS, PhD, University of Nantes (France)	Associate Professor of Chemistry
Betty H. LaFrance (1998) BS, Grand Valley State; MA, PhD, Michigan State	Assistant Professor of Communication
Hugo C. Lane (1973) Licentiate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva	Professor of Biology
Page H. Laughlin (1987) BA, Virginia; MFA, Rhode Island School of Design	Associate Professor of Art (Leave, 1999-2000)
Michael S. Lawlor (1986) BA, Texas (Austin); PhD, Iowa State	Professor of Economics
Mark R. Leary (1985) BA, West Virginia Wesleyan; MA, PhD, Florida	Wake Forest Professor of Psychology
Wei-chin Lee (1987) BA, National Taiwan University; MA, PhD, Oregon	Associate Professor of Politics
Win-chiat Lee (1983) BA, Cornell; PhD, Princeton	Associate Professor of Philosophy
Cheryl B. Leggon (1993) BA, Columbia; MA, PhD, Chicago	Associate Professor of Sociology
Bill J. Leonard (1996) BA, Texas Wesleyan; MDiv., Southwestern Baptist Theo. Seminary; PhD, Boston University	Adjunct Professor of Religion
Candyce Leonard (1996) BA, Texas Wesleyan; MEd, Louisville; PhD, Indiana	Assistant Professor of Humanities
Jeffrey D. Lerner (1994) BA, MA, PhD, Wisconsin (Madison)	Assistant Professor of History

Andrew W. Leslie (1997) BA, Virginia; PhD, Northwestern	Adjunct Assistant Professor of Communication
David B. Levy (1976) BM, MA, Eastman; PhD, Rochester	Professor of Music (Vienna, spring 2000)
Kathryn Levy (1988) BM, Eastman	Part-time Instructor in Music
Charles M. Lewis (1968) BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt	Professor of Philosophy
John H. Litcher (1973) BS, Winona State; MA, PhD, Minnesota	Professor of Education
John T. Llewellyn (1990) AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas	Associate Professor of Communication
Patricia A. Lobingier (1995) BBA, Radford; MAcc, PhD, Virginia Poly. Inst. & SU	Assistant Professor of Accounting (W. Calloway School of Business and Accountancy)
Dan S. Locklair (1982) BM, Mars Hill; SMM, Union Theo. Seminary; DMA, Eastman	Professor of Music and Composer-in-Residence
Charles F. Longino Jr. (1991) BA, Mississippi; MA, Colorado; PhD, UNC-Chapel Hill	Wake Forest Professor of Sociology
Pat C. W. Lord (2000) BS, North Carolina State University; PhD, Wake Forest	Visiting Assistant Professor of Biology
Allan D. Loudon (1985) BA, Montana State; MA, Montana; PhD, Southern California	Associate Professor of Communication
Robert W. Lovett (1962, 1968) BA, Oglethorpe; MAT, PhD, Emory	Professor of English
David M. Lubin (1999) BA, Ohio State University; MA, PhD, Yale	Charlotte C. Weber Professor of Art
Nina Maria Lucas (1996) BFA, Ohio State; MFA, UCLA	Assistant Professor of Dance (Department of Theatre)
David W. Lyons (1997) BS, Davidson; PhD, UNC-Chapel Hill	Visiting Assistant Professor of Mathematics
Barry G. Maine (1981) BA, Virginia; MA, PhD, UNC-Chapel Hill	Professor of English
Allen Mandelbaum (1989) BA, Yeshiva; MA, PhD, Columbia	W.R. Kenan Jr. Professor of Humanities
Richard A. Manderville (1995) BS, PhD, Queen's University (Canada)	Assistant Professor of Chemistry
William M. Marcum (1996) BA, Furman; MA, UNC-Greensboro; PhD, UNC-Chapel Hill	Assistant Professor of Business (W. Calloway School of Business and Accountancy)

Milorad R. Margitic' (1978) MA, Leiden (Netherlands); PhD, Wayne State	Professor of Romance Languages (French)
Anthony P. Marsh (1996) BPE, MED, Western Australia; PhD, Arizona State	Assistant Professor of Health and Exercise Science
Patricia Marshall (1999) BA, Smith College; MA, Harvard; PhD, Duke	Adjunct Assistant Professor of Classical Languages
Dale R. Martin (1982) BS, MS, Illinois State; DBA, Kentucky	Wayne Calloway Professor of Accountancy (W. Calloway School of Business and Accountancy)
James A. Martin Jr. (1983) BA, Wake Forest; MA, Duke; PhD, Columbia	University Professor (Department of Religion)
George E. Matthews Jr. (1979) BS, PhD, UNC-Chapel Hill	Professor of Physics
J. Gaylord May (1961) BS, Wofford; MA, PhD, Virginia	Professor of Mathematics
Jo Whitten May (1972) BS, Virginia; MA, PhD, UNC-Greensboro	Adjunct Professor of Communication (Part-time)
Leah P. McCoy (1990) BS, West Virginia Inst. of Tech.; MA, Maryland; EdD, Virginia Poly. Inst. & SU	Associate Professor of Education
Gordon E. McCray (1994) BS, Wake Forest; MBA, Stetson; PhD, Florida State	BellSouth Mobility Technology Faculty Fellow and Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Thomas W. McGohey (1990) BA, MA, Michigan State; MFA, UNC-Greensboro	Instructor in English
Mary Martha McKinley (1999) BA, Tulane; CPA	Instructor in Accounting (W. Calloway School of Business and Accountancy)
Jill Jordan McMillan (1983) BA, Baylor; MA, Arkansas; PhD, Texas	Professor of Communication
Dolly A. McPherson (1974) BA, Southern; MA, Boston University; PhD, Iowa	Professor of English
Jane Mead (1996) BA, Vassar; MA, Syracuse; MFA, Iowa	Poet-in-Residence (Department of English) (Leave, spring 2000)
Gordon A. Melson (1991) BS, PhD, Sheffield (England)	Professor of Chemistry
Stephen P. Messier (1981) BS, MS, Rhode Island; PhD, Temple	Professor of Health and Exercise Science
William K. Meyers (1988) BA, Washington; MA, PhD, Chicago	Associate Professor of History (Leave, 1999-2000)
Allen Michie (1999) BA, UNC-Chapel Hill; MA, Trinity College, Oxford; PhD, Emory University	Visiting Assistant Professor of English

Soledad Miguel-Prendes (1993) Licenciatura, Oviedo; MA, PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (Spanish)
Shannon L. Mihalko (1999) BS, Wake Forest; MS, PhD, Illinois	Assistant Professor of Health and Exercise Science
Gary D. Miller (1996) BS, Kansas; MS, Kansas State; PhD, California (Davis)	Assistant Professor of Health and Exercise Science
Joseph O. Milner (1969) BA, Davidson; MA, PhD, UNC-Chapel Hill	Professor of Education (London, fall 1999)
Karen E. Mishra (1998) BA, Albion College MBA, Michigan	Lecturer in Business (W. Calloway School of Business and Accountancy)
Ananda Mitra (1994) B Tech, Indian Inst. of Technology (Kharagpur); MA, Wake Forest; PhD, Illinois (Urbana)	Assistant Professor of Communication
Madhuparna Mitra (1999) BA, MA, University of Delhi, India; MA, PhD, Washington University	Visiting Assistant Professor of English
Jama Mohamed (1998) BA, Amherst; MA, McGill; PhD, Toronto	Visiting Assistant Professor of History
John C. Moorhouse (1969) BA, Wabash; PhD, Northwestern	Archie Carroll Professor of Ethical Leadership (Department of Economics)
Patrick E. Moran (1989) BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania	Associate Professor of Chinese (East Asian Languages and Literatures)
Rebekah L. Morris (1997) BA, Wake Forest; MA, Virginia	Instructor in Romance Languages (Spanish)
Mardene G. Morykwas (1992) AB, MA, Michigan	Adjunct Instructor in Communication (Part-time)
William M. Moss (1971) BA, Davidson; PhD, UNC-Chapel Hill	Professor of English
Gloria K. Muday (1991) BS, Virginia Poly. Inst. and SU; PhD, Purdue	Associate Professor of Biology (Leave, spring 2000)
Thomas E. Mullen (1957) BA, Rollins; MA, PhD, Emory	Professor of History
Stephen Murphy (1987) BA, Canisius; MA, PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (French)
Josefine C. Nauckhoff (1994) BA, Stanford; PhD, Pennsylvania	Assistant Professor of Philosophy (Leave, fall 1999)
Christopher Neumann (1999) BA, Middlebury College; MA, UNC-Chapel Hill	Visiting Instructor in English
Debbie W. Newsome (1999) BA, Oklahoma Baptist University; MEd, Wake Forest; PhD, UNC-Greensboro	Visiting Assistant Professor of Education

Linda N. Nielsen (1974) BA, MS, EdD, Tennessee	Professor of Education
Patricia A. Nixon (1999) BS, Boston University; MA, PhD, University of Pittsburgh	Associate Professor of Health and Exercise Science
Jerry W. Noble (1995) BA, UNC-Chapel Hill; MS, PhD, Ohio	Adjunct Assistant Professor of Psychology (Part-time)
Ronald E. Noftle (1967) BS, New Hampshire; PhD, Washington	Professor of Chemistry
James L. Norris III (1989) BS, MS (Science), MS (Statistics), North Carolina State; PhD, Florida State	Associate Professor of Mathematics
Marie M. O'Hara (1997) BA, Clemson; MA, Wichita State; PhD, Georgia	Adjunct Assistant Professor of Psychology
Beatrice Ottersböck BA, Chatham College; MA, PhD, Pittsburgh	Lecturer in Art History (Vienna) (Department of Art, Part-time)
Dee Oseroff-Varnell (1996) BA, MA, PhD, Washington	Adjunct Assistant Professor of Communication (Part-time)
Gillian Rose Overing (1979) BA, Lancaster (England); MA, PhD, SUNY (Buffalo)	Professor of English
H. Lee Overton (1995) BA, Houston; MA, Washington (Seattle); MA, PhD, Princeton	Visiting Assistant Professor of Philosophy
Karen L. Oxendine (1986) BS, Wayne State; MEd, UNC-Greensboro	Adjunct Instructor in Communication (Part-time)
James R. Page II (1999) BS, University of Tennessee—Knoxville; MEd, Middle Tennessee State University	Professor of Military Science
Anthony S. Parent Jr. (1989) BA, Loyola; MA, PhD, California (Los Angeles)	Associate Professor of History
Perry L. Patterson (1986) BA, Indiana; MA, PhD, Northwestern	Professor of Economics and Lecturer in Russian
Violeta Padrón-Bermejo (1998) BA, University of Sevilla; MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish) (Salamanca, spring 2000)
Darwin R. Payne (1984) BS, MFA, Southern Illinois	Adjunct Professor of Theatre (Part-time)
Willie Pearson Jr. (1980) BA, Wiley; MA, Atlanta; PhD, Southern Illinois (Carbondale)	Wake Forest Professor of Sociology
Mary L. B. Pendergraft (1988) BA, PhD, UNC-Chapel Hill	Associate Professor of Classical Languages

Philip J. Perricone (1967) BS, MA, Florida; PhD, Kentucky	Professor of Sociology
Justin R. Peterson (1998) BA, Washington & Lee; MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
Mark V. Pezzo (1995) BS, SUNY (Fredonia); MS, PhD, Ohio	Visiting Assistant Professor of Psychology
David P. Phillips (1994) BA, Cornell; M.Arch., Washington; MA, PhD, Pennsylvania	Assistant Professor of Japanese (East Asian Languages and Literatures)
John R. Pickel (1997) BFA, Indiana State; MFA, Cranbrook Academy of Art	Assistant Professor of Art
Jesús Pico-Argel (1999) BA, Universidad del Atlántico (Columbia); MA, Arkansas	Instructor in Romance Languages (Spanish)
Terisio Pignatti (1971) PhD, Padua	Reynolds Professor of Art History (Venice) (Department of Art, Part-time)
Phyllis R. Pleasants (1998) BA, Mary Washington College; MDiv, PhD, Southern Baptist Theo. Seminary	Visiting Associate Professor of Religion
Robert J. Plemmons (1990) BS, Wake Forest; PhD, Auburn	Reynolds Professor of Mathematics and Computer Science
James T. Powell (1988) BA, Emory; M Phil, MA, PhD, Yale	Associate Professor of Classical Languages
Jeryl J. Prescott (1994) BS, Clemson; MA, North Carolina A&T; PhD, South Florida	Assistant Professor of English
Jerry Pubantz (1999) BSFS, Georgetown (School of Foreign Service); MA, PhD, Duke	Visiting Professor of Politics (Part-time, fall 1999)
Jenny Puckett (1995) BA, Wake Forest; MA, Middlebury	Adjunct Instructor in Romance Languages (Spanish)
Salvador Antón Pujol (1997) BA, Universitat Autònoma de Barcelona (Spain); MA, South Carolina; PhD, Kansas	Assistant Professor of Romance Languages (Spanish)
Sara A. Quandt (1994) BA, Lawrence; MA, PhD, Michigan State	Adjunct Associate Professor of Anthropology
Teresa Radomski (1977) BM, Eastman; MM, Colorado	Associate Professor of Music
Amy E. Randel (1999) BA, Brown University; PhD, University of California-Irvine	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Annette L. Ranft (1999) BS, Appalachian State; MS, Georgia Tech.; PhD, UNC-Chapel Hill	Exxon-Wayne Calloway Faculty Fellow and Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Mary Lynn B. Redmond (1989) BA, EdD, UNC-Greensboro; MEd, UNC-Chapel Hill	Associate Professor of Education

W. Jack Rejeski Jr. (1978) BS, Norwich; MA, PhD, Connecticut	Wake Forest Professor of Health and Exercise Science; Adjunct Professor of Psychology
Paul M. Ribisl (1973) BS, Pittsburgh; MA, Kent State; PhD, Illinois	Professor of Health and Exercise Science
Andrew Rich (1999) BA, Richmond; MA, PhD, Yale	Assistant Professor of Politics
Charles L. Richman (1968) BA, Virginia; MA, Yeshiva; PhD, Cincinnati	Professor of Psychology
Leonard P. Roberge (1974) BA, New Hampshire; MA, Atlanta; EdD, Maine	Professor of Education
Donald P. Robin (1997) BS, MBA, PhD, Louisiana State	J. Tylee Wilson Chair of Business Ethics (W. Calloway School of Business and Accountancy)
Stephen B. Robinson (1991) BA, PhD, California (Santa Cruz)	Associate Professor of Mathematics (Leave, fall 1999)
María Rodríguez (1998) BA, Universidad de Costa Rica; MA, Syracuse	Instructor in Romance Languages (Spanish)
Randall G. Rogan (1990) BA, St. John Fisher College; MS, PhD, Michigan State	Associate Professor of Communication
Leticia Romo (1998) BA, Sweet Briar College; MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
Karen L. Roper (1999) BA, Southwestern University; MA, PhD, University of Kentucky	Assistant Professor of Psychology
Mary M. Roufail (1997) BA, Salem College; MA, PhD, UNC-Greensboro	Visiting Assistant Professor of Psychology
Susan Z. Rupp (1993) BA, Grinnell; AM, Harvard; MA, PhD, Stanford	Assistant Professor of History
María Teresa Sanhueza (1996) BA, MA, Concepción (Chile); PhD, Michigan (Ann Arbor)	Assistant Professor of Romance Languages (Spanish) (Leave, 1999-2000)
Peter Santiago (1989) BS, Virginia Poly. Inst. and SU; PhD, North Carolina State	Adjunct Associate Professor of Physics
Claire S. Schen (1997) AB, Brown; PhD, Brandeis	Assistant Professor of History
James A. Schirillo (1996) BA, Franklin & Marshall; PhD, Northeastern	Assistant Professor of Psychology
Dennis J. Scheuermann (1998) BS, Illinois	Assistant Professor of Military Science

Marianne A. Schubert (1977)	Adjunct Assistant Professor of Psychology and Lecturer in Education (Part-time)
BA, Dayton; MA, PhD, Southern Illinois	
Katie Scott (1985)	Lecturer in Art History (London) (Department of Art, Part-time)
BA Hons., London	
N. Dane Scott (1995)	Visiting Assistant Professor of Philosophy
BS, California (Riverside); MA, Graduate Theological Union (Berkeley); PhD, Vanderbilt	
Richard D. Sears (1964)	Professor of Politics (Leave, spring 2000)
BA, Clark; MA, PhD, Indiana	
Timothy F. Sellner (1970)	Professor of German
BA, PhD, Michigan; MA, Wayne State	
Catherine E. Seta (1987)	Associate Professor of Psychology
BA, MA, PhD, UNC-Greensboro	
Dudley Shapere (1984)	Reynolds Professor of Philosophy and History of Science
BA, MA, PhD, Harvard	
Brantly Bright Shapiro (1984)	Adjunct Instructor of Dance (Ballet, Part-time)
Kurt C. Shaw (1987)	Associate Professor of German and Russian (Tokai, fall 1999)
AB, Missouri; MA, PhD, Kansas	
Howard W. Shields (1958)	Professor of Physics
BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke	
Carol A. Shively (1990)	Adjunct Associate Professor of Psychology
BA, Hiram; MA, PhD, California (Davis)	
Steven Shoemaker (1997)	Visiting Assistant Professor of English
BS, Maryland; MA, PhD, Virginia	
Peter M. Siavelis (1996)	Assistant Professor of Politics
BA, Bradley; MA, PhD, Georgetown	
Gale Sigal (1987)	Professor of English
BA, City College (New York); MA, Fordham; PhD, CUNY (Graduate Center)	
Miles R. Silman (1998)	Assistant Professor of Biology
BA, Missouri; PhD, Duke University	
Wayne L. Silver (1985)	Associate Professor of Biology
BA, Pennsylvania; PhD, Florida State	
Jeanne M. Simonelli	Professor of Anthropology
BA, MA, PhD, University of Oklahoma; MPH, Oklahoma University Health Sciences Center	
Robert Simpson (1997)	Adjunct Instructor of Dance (Social Dance, Part-time)
Michael L. Sinclair (1968)	Professor of History
BA, Wake Forest; AM, PhD, Stanford	
William W. Sloan Jr. (1994)	Adjunct Assistant Professor of Psychology (Part-time)
BA, Davidson; MA, Wake Forest; PhD, Miami (Ohio)	

Earl Smith (1996) BA, SUNY (Stony Brook); MA, PhD, Connecticut	Rubin Professor of American Ethnic Studies and Professor of Sociology
J. Howell Smith (1965) BA, Baylor; MA, Tulane; PhD, Wisconsin	Professor of History
Kathy B. Smith (1981) BA, Baldwin-Wallace; MA, PhD, Purdue	Professor of Politics
Margaret Supplee Smith (1979) BS, Missouri; MA, Case Western Reserve; PhD, Brown	Professor of Art
Teresa R. Smith (1993) BS, MA, Florida; PhD, Florida	Adjunct Assistant Professor of Sociology
William K. Smith (1998) BS, MS, California State; PhD, California (Los Angeles)	Charles H. Babcock Chair of Botany
Cecilia H. Solano (1977) BA, Harvard; MA, PhD, Johns Hopkins	Associate Professor of Psychology
Lisa Sternlieb (1997) BA, Vassar College; MA, New York University; PhD, Princeton	Assistant Professor of English (Leave, fall 1999)
Nanette A. Stevens (1999) BS, Jacksonville; PhD, Duke	Visiting Assistant Professor of Chemistry
Loraine Moses Stewart (1991) BA, MA, North Carolina Central; EdD, UNC-Greensboro	Associate Professor of Education
Yvonne H. Stewart (1997) BS, MBA, UNC-Charlotte; PhD, Tennessee	PricewaterhouseCoopers Faculty Fellow and Assistant Professor of Accountancy (W. Calloway School of Business and Accountancy)
Eric R. Stone (1994) BA, Delaware; MA, PhD, Michigan	Assistant Professor of Psychology (Leave, 1999-2000)
David H. Stroupe (1990) BS, Wake Forest; MA, UNC-Chapel Hill	Instructor in Health and Exercise Science
Michael Stryck (1999) BA, University of Minnesota; MA, PhD, Binghamton University	Visiting Assistant Professor of English
Christine E. Swain (1996) BA, Middlebury; MA, Cornell	Instructor in Romance Languages (Spanish) (Salamanca, spring 1999)
Elaine K. Swartzentruber (1999) BA, University of Colorado; MA, Chicago Theological Seminary; PhD, Emory University	Visiting Assistant Professor of Religion
Robert L. Swofford (1993) BS, Furman; PhD, California (Berkeley)	Professor of Chemistry
Brian Tague (1995) ScB, AB, Brown; PhD, California (San Diego)	Assistant Professor of Biology
Yasuko Takata BA, Seinan Gakuin University, Fukuoka, Japan; MA, Ohio University	Visiting Professor of East Asian Languages and Literatures

Stefanie H. Tanis (1986)	Lecturer in German
Ian M. Taplin (1985) The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown	Zachary T. Smith Associate Professor of Sociology (Leave, fall 1999)
Kendall B. Tarte (1996) BA, MA, PhD, Virginia	Assistant Professor of Romance Languages (French)
Elizabeth H. Taylor (1992) BA, PhD, UNC-Chapel Hill	Assistant Professor of Education and Adjunct Assistant Professor of Psychology
Thomas C. Taylor (1971) BS, MA, UNC-Chapel Hill; PhD, Louisiana State	Hylton Professor of Accountancy (W. Calloway School of Business and Accountancy)
Stanton K. Tefft (1964) BA, Michigan State; MS, Wisconsin; PhD, Minnesota	Professor of Anthropology (Leave, 1999-2000)
Rebecca Thomas (1993) BA, MA, California (Los Angeles); PhD, Ohio State	Assistant Professor of German
Stan J. Thomas (1983) BS, Davidson; PhD, Vanderbilt	Associate Professor of Computer Science
Harry B. Titus Jr. (1981) BA, Wisconsin (Milwaukee); MFA, PhD, Princeton	Associate Professor of Art
Todd C. Torgersen (1989) BS, MS, Syracuse; PhD, Delaware	Dana Faculty Fellow and Associate Professor of Computer Science (Leave, spring 2000)
Ralph B. Tower (1980) BA, PhD, UNC-Chapel Hill; MBA, Cornell	Wayne Calloway Professor of Taxation (W. Calloway School of Business and Accountancy)
Florence Toy (1998) MA, Michigan State; MFA, UNC-Greensboro	Adjunct Instructor in Romance Languages (French, Part-time)
E. Frank Tupper (1997) BA, Mississippi College; MDiv, Southwestern Baptist Theo. Seminary PhD, Southern Baptist Theo. Seminary	Visiting Professor of Religion
Maria-Encarna Moreno Turner (1999) BA, MA Brigham Young University	Instructor in Romance Languages (Spanish; Part-time)
Robert W. Ulery Jr. (1971) BA, MA, PhD, Yale	Professor of Classical Languages
Patricia Y. Underhill (1997) BS, Eckerd; MS, Wake Forest	Instructor in Computer Science
Robert L. Utley Jr. (1978) BA, Wake Forest; MA, PhD, Duke	Associate Professor of Humanities
Olga Valbuena (1996) BA, Irvine; MA, PhD, SUNY (Buffalo)	Assistant Professor of English (Venice, spring 2000)

Carlos Valencia (1999) BA, UNC-Asheville; MA, UNC-Chapel Hill	Instructor in Romance Languages (Spanish)
Laura J. Veach (1999) BA, MEd, Wake Forest; PhD, University of New Orleans	Assistant Professor of Education
Alicia Vitti (1996) BA, Salem; MA, UNC-Greensboro	Adjunct Instructor in Romance Languages (Italian; Part-time)
Antonio Carlo Vitti (1986) BA, MA, Wayne State; PhD, Michigan	Dana Faculty Fellow and Professor of Romance Languages (Italian)
Jennifer C. Waters-Shuler (1998) BS, State University of New York; PhD, UNC-Chapel Hill	Adjunct Assistant Professor of Biology and Director of the Imaging Facility
Eric K. Watts (1996) BA, MA, Cincinnati; PhD, Northwestern	Assistant Professor of Communication
Sarah L. Watts (1987) BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma	Associate Professor of History
Mary R. Wayne-Thomas (1980) BFA, Pennsylvania State; MFA, Ohio State	Assistant Professor of Theatre
David S. Weaver (1977) BA, MA, Arizona; PhD, New Mexico	Professor of Anthropology
Peter D. Weigl (1968) BA, Williams; PhD, Duke	Professor of Biology
David P. Weinstein (1989) BA, Colorado College; MA, Connecticut; PhD, Johns Hopkins	Associate Professor of Politics
Catherine O. Welder (1998) BS, Wake Forest; PhD, Georgia Institute of Technology	Visiting Professor of Chemistry
Mark E. Welker (1987) BS, UNC-Chapel Hill; PhD, Florida State	Wake Forest Professor of Chemistry
Byron R. Wells (1981) BA, MA, Georgia; PhD, Columbia	Professor of Romance Languages (French)
Helga A. Welsh (1993) MA, PhD, University of Munich	Associate Professor of Politics (Leave, fall 1999)
G. Page West III (1995) BA, Hamilton; MBA, Dartmouth; PhD, Colorado (Boulder)	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Larry E. West (1969) BA, Berea; PhD, Vanderbilt	Professor of German
Robert M. Whaples (1991) BA, Maryland; PhD, Pennsylvania	Associate Professor of Economics
M. Stanley Whitley (1990) BA, Wake Forest; MA, PhD, Cornell	Professor of Romance Languages (Spanish)

Ulrike Wiethaus (1991) Colloquium at Kirchliche Hochschule (Berlin, Germany); MA, PhD, Temple	Associate Professor of Humanities
Jack E. Wilkerson Jr. (1989) BS, Bob Jones University; PhD, Texas	Professor of Accounting (W. Calloway School of Business and Accountancy)
Alan J. Williams (1974) BA, Stanford; PhD, Yale	Professor of History
Richard T. Williams (1985) BS, Wake Forest; MA, PhD, Princeton	Reynolds Professor of Physics
David C. Wilson (1984, 1987) BS, Wake Forest; MAT, Emory	Instructor in Mathematics (Part-time)
Edwin G. Wilson (1946, 1951) BA, Wake Forest; AM, PhD, Harvard	Professor of English
Eric Wilson (1998) BA, Appalachian State; MA, Wake Forest; PhD, The Graduate School and University Center, CUNY	Assistant Professor of English
Donald H. Wolfe (1968) BS, MS, Southern Illinois; PhD, Cornell	Professor of Theatre
Frank B. Wood (1971) BA, MA, Wake Forest; MDiv, South- eastern Baptist Theo. Seminary; PhD, Duke	Adjunct Professor of Psychology (Part-time)
John H. Wood (1985) BS, Ohio; MA, Michigan State; PhD, Purdue	Reynolds Professor of Economics
J. Ned Woodall (1969) BA, MA, Texas; PhD, Southern Methodist	Professor of Anthropology
Sharon K. Woodard (1998) BS, Central Michigan; MS, Wake Forest	Instructor in Health and Exercise Science
Suzanne Young (1997) BA, Wofford College; MA, PhD, University of Virginia	Visiting Assistant Professor of English
Clifford W. Zeyl (1997) BSc, University of Guelph; MSc, PhD, McGill University	Assistant Professor of Biology (Leave, fall 2000)
Richard L. Zuber (1962) BS, Appalachian; MA, Emory; PhD, Duke	Professor of History
Margaret D. Zulick (1991) BM, Westminster Choir College; MA, Earlham School of Religion; MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern	Associate Professor of Communication



5
DATES FOLLOWING NAMES INDICATE PERIOD OF SERVICE.

Charles M. Allen (1941-1989) BS, MS, Wake Forest; PhD, Duke	Professor Emeritus of Biology
Ralph D. Amen (1962-1993) BA, MA, Northern Colorado; MBS, PhD, Colorado	Professor Emeritus of Biology
John William Angell (1955-1990) BA, Wake Forest; STM, Andover Newton; ThM, PhD, Southern Baptist Theo. Seminary	Easley Professor Emeritus of Religion
Richard C. Barnett (1961-1994) BA, Wake Forest; MEd, PhD, UNC-Chapel Hill	Professor Emeritus of History
Harold M. Barrow (1948-1977) BA, Westminster; MA, Missouri; PED, Indiana	Professor Emeritus of Physical Education
Merrill G. Berthrong (1964-1989) BA, Tufts; MA, Fletcher; PhD, Pennsylvania	Director Emeritus of Libraries
Russell H. Brantley Jr. (1953-1987) BA, Wake Forest	Director Emeritus of Communication
Germaine Brée (1973-1985) Licence, EES, Agregation, Paris; LittD, Smith, Mount Holyoke, Alleghany, Duke, Oberlin, Dickinson, Rutgers, Wake Forest, Brown, Wisconsin (Milwaukee), New York, Massachusetts, Kalamazoo, Washington (St. Louis), University of the South, Boston, Wisconsin (Madison); LHD, Wilson, Colby, Michigan, Davis and Elkins; LLD, Middlebury	Kenan Professor Emerita of Humanities
Robert W. Brehme (1959-1995) BS, Roanoke; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
George McLeod Bryan (1956-1987) BA, MA, Wake Forest; BD, PhD, Yale	Professor Emeritus of Religion
Shasta M. Bryant (1966-1987) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Julian C. Burroughs Jr. (1958-1994) BA, Wake Forest; MA, PhD, Michigan	Professor Emeritus of Speech Communication

Robert L. Carlson (1969-1987) BS, Massachusetts Institute of Technology; MBA, PhD, Stanford	Professor Emeritus of Management
John A. Carter Jr. (1961-1997) BA, Virginia; MA, PhD, Princeton	Professor Emeritus of English
Dorothy Casey (1949-1988) BS, UNC-Greensboro; MA, UNC-Chapel Hill	Associate Professor Emerita of Health and Sport Science
David W. Catron (1963-1994) BA, Furman; PhD, George Peabody	Professor Emeritus of Psychology
Leon P. Cook Jr. (1957-1993) BS, Virginia Poly. Inst. & Su; MS, Tennessee	Associate Professor Emeritus of Accounting (School of Business and Accountancy)
Cyclone Covey (1968-1988) BA, PhD, Stanford	Professor Emeritus of History
Marjorie Crisp (1947-1977) BS, Appalachian; MA, George Peabody	Associate Professor Emerita of Physical Education
Hugh William Divine (1954-1979) BS, Georgia; MA, Louisiana State; JD, Emory; LLM, SJD, Michigan	Professor Emeritus of Law
Robert H. Dufort (1961-1999) BA, PhD, Duke	Professor Emeritus of Psychology
Robert Allen Dyer (1956-1983) BA, Louisiana State; ThM, PhD, Southern Baptist Theo. Seminary	Professor Emeritus of Religion
Eddie V. Easley (1984-1999) BS, Virginia State; MS, PhD, Iowa State	Professor Emeritus of Business (W. Calloway School of Business and Accountancy)
Leo Ellison Jr. (1957-1999) BS, MS, Northwestern State	Associate Professor Emeritus of Health and Exercise Science
Thomas M. Elmore (1962-1996) BA, Wake Forest; MA, George Peabody; PhD, Ohio State	Professor Emeritus of Education
David K. Evans (1966-1998) BS, Tulane; PhD, California (Berkeley)	Professor Emeritus of Anthropology
Doyle R. Fosso (1964-1995) AB, PhD, Harvard; MA, Michigan	Professor Emeritus of English
Ralph S. Fraser (1962-1988) BA, Boston University; MA, Syracuse; PhD, Illinois	Professor Emeritus of German
Caroline Sandlin Fullerton (1969-1990) BA, Rollins; MFA, Texas Christian	Lecturer Emerita in SCTA (Theatre Arts)
Kathleen M. Glenn (1974-1998) BA, MA, PhD, Stanford	Wake Forest Professor Emerita of Romance Languages
Balkrishna G. Gokhale (1960-1990) BA, MA, PhD, Bombay	Professor Emeritus of History and Asian Studies

Thomas F. Gossett (1967-1987) BA, MA, Southern Methodist; PhD, Minnesota	Professor Emeritus of English
Paul M. Gross Jr. (1959-1987) BS, Duke; PhD, Brown	Professor Emeritus of Chemistry
William H. Gulley (1966-1987) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of Sociology
Emmett Willard Hamrick (1952-1988) BA, UNC-Chapel Hill; PhD, Duke	Albritton Professor Emeritus of Religion
Phillip J. Hamrick Jr. (1956-1995) BS, Morris Harvey; PhD, Duke	Professor Emeritus of Chemistry
Carl V. Harris (1956-1989) BA, Wake Forest; BD, STM, Yale; PhD, Duke	Professor Emeritus of Classical Languages
Lucille S. Harris (1957-1991) BA, BM, Meredith	Instructor Emerita in Music
David A. Hills (1960-1996) BA, Kansas; MA, PhD, Iowa	Professor Emeritus of Psychology
William L. Hottinger (1970-1996) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science
Delmer P. Hylton (1949-1991) BS, MBA, Indiana	Professor Emeritus of Accounting (School of Business and Accountancy)
Mordecai J. Jaffe (1980-1998) BS, City College (New York); PhD, Cornell	Professor Emeritus of Biology
Patricia Adams Johansson (1969-1998) BA, Winston-Salem State; MA, Wake Forest	Associate Dean of the College and Lecturer Emerita in English
Alonzo W. Kenion (1956-1983) BA, MA, PhD, Duke	Professor Emeritus of English
Harry L. King Jr. (1960-1981) BA, Richmond; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Lula M. Leake (1964-1997) BS, Louisiana State; MRE, Southern Baptist Theological Seminary	Associate Vice President Emerita for Academic Affairs
Harry B. Miller (1947-1983) BS, PhD, UNC-Chapel Hill	Professor Emeritus of Chemistry
Carlton T. Mitchell (1961-1991) BA, Wake Forest; BD, Yale; STM, Union Theo. Seminary; PhD, New York	Professor Emeritus of Religion
Carl C. Moses (1964-1991) AB, William and Mary; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Politics
John W. Nowell (1945-1987) BS, Wake Forest; PhD, UNC-Chapel Hill	Professor Emeritus of Chemistry
James C. O'Flaherty (1947-1984) BA, Georgetown; MA, Kentucky; PhD, Chicago	Professor Emeritus of German

A. Thomas Olive (1961-1988) BS, Wake Forest; MS, PhD, North Carolina State	Associate Professor Emeritus of Biology
F. Jeanne Owen (1956-1991) BS, UNC-Greensboro; MCS, Indiana; JD, UNC-Chapel Hill	Professor Emerita of Business Law (School of Business and Accountancy)
John E. Parker Jr. (1950-1987) BA, Wake Forest; MA, PhD, Syracuse	Professor Emeritus of Education and Romance Languages
Margaret R. Perry (1947-1998) BS, South Carolina	Registrar Emerita
Percival Perry (1939, 1947-1987) BA, Wake Forest; MA, Rutgers; PhD, Duke	Professor Emeritus of History
Elizabeth Phillips (1957-1989) BA, UNC-Greensboro; MA, Iowa; PhD, Pennsylvania	Professor Emerita of English
Lee Harris Potter (1965-1989) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of English
Herman J. Preseren (1953-1983) BS, California State (Pennsylvania); MA, Columbia; PhD, UNC-Chapel Hill	Professor Emeritus of Education
Gregory D. Pritchard (1968-1994) BA, Oklahoma Baptist; BD, Southern Baptist Theo. Seminary; PhD, Columbia	Professor Emeritus of Philosophy
Beulah L. Raynor (1946-1979) BA, East Carolina; MA, Wake Forest	Associate Professor Emerita of English
J. Don Reeves (1967-1994) BA, Mercer; BD, ThM, Southern Baptist Theo. Seminary; EdD, Columbia	Professor Emeritus of Education
C. H. Richards Jr. (1952-1985) BA, Texas Christian; MA, PhD, Duke	Professor Emeritus of Politics
Mary Frances Robinson (1952-1989) BA, Wilson; MA, PhD, Syracuse	Professor Emerita of Romance Languages
Paul S. Robinson (1952-1977) BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary	Professor Emeritus of Music
Eva M. Rodtwitt (1966-1997) Cand Philol, Oslo (Norway)	Lecturer Emerita in Romance Languages
Wilmer D. Sanders (1954-1957, 1964-1992) BA, Muhlenberg; MA, PhD, Indiana	Professor Emeritus of German
John W. Sawyer (1956-1988) BA, MA, Wake Forest; MA, PhD, Missouri	Professor Emeritus of Mathematics and Computer Science
John D. Scarlett (1955-1994; 1979-1989) BA, Catawba; LLB, Harvard	Professor Emeritus of Law and Dean Emeritus of the School of Law
Ben M. Seelbinder (1959-1988) BA, Mississippi Delta State; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Mathematics

Bynum G. Shaw (1965-1993) BA, Wake Forest	Professor Emeritus of Journalism (Department of English)
Richard L. Shoemaker (1950-1982) BA, Colgate; MA, Syracuse; PhD, Virginia	Professor Emeritus of Romance Languages
Robert N. Shorter (1958-1999) BA, Union; MA, PhD, Duke	Professor Emeritus of English
David L. Smiley (1950-1991) BA, MA, Baylor; PhD, Wisconsin	Professor Emeritus of History
Blanche C. Speer (1972-1984) BA, Howard Payne; MA, PhD, Colorado	Associate Professor Emerita of Linguistics
Henry Smith Stroupe (1937-1984) BS, MA, Wake Forest; PhD, Duke	Professor Emeritus of History
Harold C. Tedford (1965-1998) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	Professor Emeritus of Theatre
Anne S. Tillett (1956-1986) BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern	Professor Emerita of Romance Languages
George W. Trautwein (1983-1996) BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana	Director Emeritus of Instrumental Ensembles (Department of Music)
Marcellus E. Waddill (1962-1997) BA, Hampden-Sydney; MA, PhD, Pittsburgh	Professor Emeritus of Mathematics
J. Van Wagstaff (1964-1992) BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia	Professor Emeritus of Economics
George P. Williams Jr. (1958-1999) BS, Richmond; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
John E. Williams (1959-1996) BA, Richmond; MA, PhD, Iowa	Wake Forest Professor Emeritus of Psychology
John G. Williard (1958-1994) BS, UNC-Chapel Hill	Vice President and Treasurer Emeritus
Raymond L. Wyatt (1956-1992) BS, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Biology
W. Buck Yearsn Jr. (1945-1988) BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill	Professor Emeritus of History



THE COMMITTEES LISTED REPRESENT
THOSE IN EFFECT DURING THE ACADEMIC
YEAR 1999-2000. EACH COMMITTEE
SELECTS ITS OWN CHAIR EXCEPT WHERE
THE CHAIR IS DESIGNATED.

Executive Committees

THE COMMITTEE ON ACADEMIC AFFAIRS

Non-voting. Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; 2002 Robert Beck, Howell Smith; 2001 Don Frey, Simone Caron; and 2000 Jack Fleer, Dilip Kondepudi; and one graduate student.

THE COMMITTEE ON ADMISSIONS

Non-voting. Director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 2002 Anthony Parent, Mary Wayne-Thomas; 2001 Allan Loudon, Steve Robinson; 2000 Leah McCoy, Dolly McPherson; and one undergraduate student.

THE COMMITTEE ON SCHOLARSHIPS AND STUDENT AID

Non-voting. One undergraduate student. *Voting.* Dean of the College, director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College; 2002 Gillian Overing, David Weinstein; 2001 Robert Browne, Rebecca Thomas; 2000 David John, Loraine Stewart; and one undergraduate student.

THE COMMITTEE ON CURRICULUM

Voting. Provost, dean of the College, dean of the Wayne Calloway School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: *Division I.* Classical Languages, English, German and Russian, Romance Languages. *Division II.* Biology, Chemistry, Health and Exercise Science, Mathematics and Computer Science, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion. *Division IV.* Anthropology, Communication, Economics, Politics, Psychology, Sociology. *Division V.* Art, Music, Theater. (The Wayne Calloway School of Business and Accountancy is included in Division IV.)

Advisory Committees

THE COMMITTEE ON ACADEMIC PLANNING

Non-voting. Provost, dean of the Wayne Calloway School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 2003 Christy Buchanan; 2002 Rob Ulery, James Kuzmanovich; 2001 Charles Kimball; 2000 Stewart Carter; and one graduate student.

THE COMMITTEE ON ATHLETICS

Non-voting. Director of athletics. *Voting.* Vice president for investments and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; one undergraduate student; and 2004 Steve Messier, Randall Rogan; 2003 Katy Harriger, Terry Blumenthal; 2002 Eric Carlson, Gale Sigal; 2001 William K. Meyers, Phillip J. Perricone; 2000 Donald E. Frey, Robert J. Plemmons.

THE COMMITTEE ON NOMINATIONS

Voting. 2002 Mary Friedman, Jill McMillan; 2001 Kathy Smith, Ralph Tower; 2000 Susan Borwick, Paul Ribisl.

THE COMMITTEE ON LIBRARY PLANNING

Non-voting. Provost, dean of the Graduate School, one undergraduate student, and one graduate student. *Voting.* One faculty representative from each academic department of the College, dean of the College, one faculty representative from the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student.

THE COMMITTEE ON INFORMATION TECHNOLOGY

Non-voting. Provost, dean of the Graduate School, vice president for student life and instructional resources, vice president for finance and administration. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, the director of Information Systems; one undergraduate student; and 2003 Wayne King, Leah McCoy; 2001 Eric Matthews, Gordon McCray; 2000 Allin Cottrell, Harry Titus.

THE COMMITTEE ON FIRST-YEAR SEMINARS

Non-voting. Dean of freshmen. *Voting.* Dean of the College, and 2002 Sylvain Boko, Louis Goldstein; 2001 Anne Boyle, Susan Rupp; 2000 Paul Anderson, Debra Jessup.

Special Committees

THE COMMITTEE ON PUBLICATIONS

Voting. Dean of the College, vice president for investments and treasurer, university editor, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*; and 2002 Catherine Seta; 2001 James Martin; 2000 Gale Sigal.

THE COMMITTEE FOR TEACHER EDUCATION

Voting. Dean of the College, dean of the Graduate School, chair of the Department of Education; and 2002 Brian Gorelick, Angela King, John Collins; 2000 Charles Bowen, Brad Jones, Jeff Lerner.

THE COMMITTEE FOR THE ROTC

Voting. Dean of the College, ROTC coordinator, professor of military science; and 2002 David Weaver; 2001 Gaylord May; 2000 Kenneth Bechtel.

THE COMMITTEE ON HONORS

Non-voting. One student from the College. *Voting.* Dean of the College, the coordinator of the Honors Program, one student from the College, and 2003 Bruce King; 2002 Eric Watts; 2001 Margaret Smith; 2000 Bashir El-Beshti, Ralph C. Kennedy.

THE COMMITTEE OF LOWER DIVISION ADVISERS

Dean of the College, chair of the lower division advisers, and members of the faculty who are appointed as advisers to the Lower Division.

THE COMMITTEE ON ORIENTATION

Dean of the College, chair of the lower division advisers, who shall serve as chair, dean of freshmen, dean of student services, a designated member of the administrative staff, president of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

THE COMMITTEE ON RECORDS AND INFORMATION

Non-voting. Registrar. *Voting.* Dean of the College, archivist, who shall be secretary, vice chair of the faculty, secretary of the faculty, and 2003 Dan Canas; 2002 Ananda Mitra; 2001 Paul Hemler; 2000 David John.

THE COMMITTEE ON OPEN CURRICULUM

Dean of the College, the coordinator of the Open Curriculum Program and members of the faculty who are appointed as Open Curriculum advisers.

THE COMMITTEE ON THE TEACHING AND LEARNING CENTER

Six selected members of the faculty, one from each of the five academic divisions of the College and one from the Calloway School of Business and Accountancy; 2002 Kathy Smith, Harry Titus; 2001 Sarah Barbour, Daniel Kim-Shapiro, Claire Schen; 2000 Page West, Rob Ulery.

Joint Faculty/Administration Committees

THE JOINT ADMISSIONS COMMITTEE

Dean of the College, director of admissions and financial aid, provost, and three faculty members of the Committee on Admissions.

Other Committees on which the Faculty Enjoys Representation

THE COMMITTEE ON CAPITAL PLANNING

Non-voting. Provost, vice president for investments and treasurer, vice president for finance and administration, and one undergraduate student. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, one undergraduate student; and 2003 Margaret Smith; 2002 Deborah Best, Claire Hammond; 2001 Umit Akinc, Sarah Watts; 2000 Andrew J. Ettin, Michael Hyde.

THE JUDICIAL COUNCIL

Administration. 2001 Kenneth A. Zick; 2000 William S. Hamilton, Jeryl Prescott. *Faculty.* 2004 Fred Horton, Robert Lovett; 2003 Cheryl Leggon, James Powell; 2002 Loraine Stewart; 2001 James F. Curran; 2000 Douglas Beets, Dan Hammond; and three students from the College.

THE COMMITTEE ON STUDENT LIFE

Dean of the College or his designate, dean of student services, a designated member of the administration; 2002 John Earle; 2001 Sarah Watts; 2000 Teresa Radomski; and three undergraduate students.

MEMBERS OF THE HONOR AND ETHICS COUNCIL

2002 Bill Moss, James Norris, Eric Watts, Alan Williams; 2001 Mary DeShazer, Michael Hyde, Charles Lewis, Robert Utley; 2000 Jane Albrecht, Simeon Ilesanmi, Nina Lucas, Ulrike Wiethaus.

FACULTY MARSHALS

John V. Baxley, Richard D. Carmichael, Catherine T. Harris, Elmer Hayaski, John H. Litcher.

UNIVERSITY SENATE

President, senior vice president, the deans of the several schools, the associate dean of the Wake Forest University School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and the following:

Representatives of the College: 2003 Bernadine Barnes, Allin Cottrell, Judy Kem; 2002 David Levy, Mark Leary, Win-Chiat Lee; 2001 Carole Brown, Catherine Harris. Byron Wells; 2000 Michael D. Hazen, John C. Moorhouse, Mary L.B. Pendergraft.

Representatives of the Wayne Calloway School of Business and Accountancy: 2003 Roger Jenkins; 2002 John Duchac; 2000 S. Douglas Beets.

Representatives of the Graduate School: 2002 Greg Shelmess; 2001 Dale Dagenbach; 2000 Linda McPhail.

Representatives of the School of Law: 2002 Charles Rose; 2001 Ronald Wright; 2000 Miles Foy.

Representatives of the Babcock Graduate School of Management: 2002 James Flynn, Timothy Smunt; 2000 Jack Meredith.

Representatives of the Wake Forest School of Medicine: 2003 John Butterworth, Larry Daniel, Craig Hinkel; 2002 Electra Paskett; 2001 Louis S. Kucera; 2000 David Harrington.

Representatives of the Divinity School: 2003 Samuel Weber.

INSTITUTIONAL REVIEW BOARD

Director of research and sponsored programs, Christy Buchanan, Randall Rogan, Earl Smith, Jack Rejeski, Cecil D. Price, Daniel Frankel, Robert Jones, Robert Evans, Richard Loeser.



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